

THE
ACCIDENCE;
OR
FIRST RUDIMENTS
OF
ENGLISH GRAMMAR.

Designed for the Use of Young Ladies.

BY ELLIN DEVIS.

THE SEVENTH EDITION.

L O N D O N :

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MISCELLANEOUS LESSONS, on a new
plan, designed to promote and encourage an early
acquaintance with the use of words and idioms.
By E. DEVIS.

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THE
P R E F A C E.

A Grammatical Study of our own Language, is at present thought so essential a Part of Education, that, it is presumed, very little Apology can be requisite for attempting to render that Study less difficult to Children. The following Pages are not offered as entirely new; the greatest Part is selected from the Works of our best Grammarians.

There are so many Spelling Books and Dictionaries extant, that it did not seem necessary to add any particular Remarks on Orthography, and Prosody; indeed, very few positive Rules can be given, either for Spelling, or Pronunciation: The former will be learned in the best Manner by verbal Instruction and Practice; the latter, by an Attention to the best Readers.

Besides, the Intent of this little Book, is only to point out the Properties of the several Parts of Speech, and their Dependence on each other, so as to enable the Learner to parse an Exercise; which will, perhaps, be found the easiest and most effect-

tual Method of teaching: For, when Children are thus accustomed to name readily the Part of Speech of every Word, and the Nominative Case to every Verb, they more perfectly comprehend and remember those Rules, which, when only learned by Rote, make but a slight Impression on the Memory, and are, probably, seldom well understood by them.

Some Remarks on Syntax are inserted at the End of each Chapter to which they refer.—A Rule is likewise added, to know how to distinguish the several Parts of Speech, to the Explanation of them, in order to facilitate the Exercise of Parsing from the Beginning.—The other Chapters may be readily referred to as Occasion requires.

The Appendix contains Sentences put into bad English, in order to exercise the Memory and Judgment of the Learner, with Figures referring to the Pages where the Rule and an Example of the right Construction may be found;—Examples of Ellipsis, and of Grammatical Construction, in which the Parts of Speech are explained:—the use of Points and Capitals;—and some Maxims and Reflections for the Purpose of Exercises.

THE ACCIDENCE.

WHAT is Grammar?

Grammar is the art of using words according to certain established rules.

What is the difference between Grammar in general, and the English Grammar?

Grammar in general, or universal Grammar, explains the principles which are common to all languages.

The Grammar of any particular language, as the English Grammar, applies those common principles to that particular language, according to the established custom of it.

Into how many parts is Grammar usually divided?

Into four parts, viz.

ORTHOGRAPHY, which teaches the true spelling of words.

ETYMOLOGY, which treats of the different sorts of words, (or parts of speech) and their derivations and variations.

SYNTAX, which teaches us how to join words together in a sentence.

PROSODY, which teaches the rules of pronunciation, and versification.

OF ETYMOLOGY.

HOW many kinds of words are there in the English language?

There are in English ten sorts of words; or, as they are commonly called, Parts of Speech.

1. The ARTICLE, which is placed before Substantives, to point them out, and to shew how far their signification extends.—There are two, the words *a* or *an*, and *the*.

2. The SUBSTANTIVE, or Noun, which is the name of any thing that exists, or of which we have any notion; so that whatever can be heard—seen—smelt—tasted—felt—understood—or made the subject of discourse, is a Substantive, or Noun.

You may know a Substantive by prefixing an Article, or the words—speak of—to any word concerning which you are in doubt: If the phrase make sense, the word is a Substantive; as, *a book, the sun, an apple*; or, *I speak of goodness—of happiness*.

3. The PRONOUN, which is used instead of a Noun or Substantive, in order to avoid the too frequent repetition of the same word; as, *I* for my name; *she*, instead of a repetition of her name.

4. The ADJECTIVE, which is added to the Substantive to express the quality—form—number—or any other property belonging to it; as, *pretty—little—good—pure*.

Yon

You may know if a word be an Adjective by adding *thing* to it; as, *a good thing*; or any known Substantive, as, *a good cake, a large apple*; or by asking the question *what?* by which you will distinguish its Substantive likewise; as, *good what? Good child.*

5. The VERB is a word whereby something is represented as existing; as, *I am*; acting; as, *I do, I play, I eat, I read*; or being acted upon; as, *I am taught.*

You may know a Verb by prefixing *to*, to the word concerning which you are enquiring; as, *teach, to teach; learn, to learn.* Or, whatever word makes a compleat sentence with a Noun or Pronoun is a Verb; as, *the bird sings, she laughs.*

6. The PARTICIPLE, which is derived from a Verb, and partakes of the nature both of the Verb and the Adjective; as for example: *Learned* is a Participle when joined to an Auxiliary or helping Verb; as, *I have learned my lesson*; but when it is used without any relation to time, as *a learned man*, it is an Adjective.

7. The ADVERB, which may be joined to a Verb; as, *He reads well*; or to an Adjective; as, *A truly good man*; or to a Participle; as, *She is secretly plotting*; and sometimes to another Adverb, to express the quality or circumstance of it; as, *He writes very correctly.*

Adverbs generally end in *ly*; as, *mercifully, foolishly*; and answer to the questions *How? How much? When? Where?*

8. The PREPOSITION, put before Nouns and

Of Etymology.

Pronouns chiefly, to connect them with other words, and to shew their relation to those words.

You may know a Preposition, because it admits of a personal Pronoun in the Objective Case, or a Substantive to follow it; as for example; “*With me; Beneath them; She went from London, through Greenwich, to Blackheath.*”

9. The CONJUNCTION, that joins words and sentences together, as “Charlotte *and* Louisa play together.”—Maria, Lætitia, *and* Caroline run; which may be resolved into three Sentences; as Maria runs, Lætitia runs, and Caroline runs.

10. The INTERJECTION, that expresses some passion of the mind; as, *Alas! Oh! &c.* It is usually followed by a note of admiration.

EXAMPLE.

<i>sub.</i>	<i>conj.</i>	<i>sub.</i>	<i>prep.</i>	<i>adj.</i>	<i>sub.</i>	<i>verb.</i>
Honour	and	shame	from	no	condition	rise;
<i>verb.</i>	<i>adv.</i>	<i>pro.</i>	<i>sub.</i>	<i>adv.</i>	<i>adj.</i>	<i>art.</i>
Act	well	your	part,	there	all	the
						honour
						lies.

OF ARTICLES.

AN Article is a word prefixed to a Substantive, to limit or determine its signification.

How many Articles are there in the English language?

Two; *a* or *an*, and *the*.

What is the use of the Article *a* or *an*?

The

The indefinite Article *a* or *an* serves to point out one single person, or thing, as, *a girl, a useful book*. A can only be joined with the singular number, as *I want a book*: Plu. *I want some books*. A is called the indefinite Article, because it does not determine what particular person or thing is meant; as, *a child*, signifies any child whatsoever; *a book*, any sort of book.

Is there any exception to this Rule?

There is a remarkable exception to this Rule, in the use of the Adjectives *few* and *many*; which, though joined with plural Substantives, yet admit of the singular Article *a*; as, *a few cherries, a great many apples, a thousand*.

When is the Article *a* used?

The Article *a* is used before Substantives beginning with a consonant; as, *a glove, a book*.

When is the Article *an* used?

The Article *an* is used before Substantives beginning with a Vowel; as, *an apron, an urn, an ingenious man*; and before the silent or mute *h*; as, *an hour, an herb, an honest man*.

What is the use of the Article *the*?

The definite or demonstrative Article *the* determines what particular person or thing is meant; as, *That is THE person of whom I spake. This is THE book which I intend to lend to you*. Hence it is called the definite, or demonstrative Article.

Is the Article *the* used before Substantives of the plural, or of the singular number?

The Article *the* is set before Substantives both of

the singular and plural number, because we can speak determinately, as well of many as of one particular person or thing; as for example, *THE child, THE children. THE book, THE books which I bought.*

Are no Substantives used without Articles?

Yes; proper names; as, *Alexander, London, Athens*: abstract names; as, *virtue, vice, beauty, ugliness, anger, good-nature.*

Words in which nothing but the mere being of the thing is implied; as, *this is not thread, but silk; not gold, but silver.*

Articles are sometimes joined to proper names by way of distinction or eminence; as, *He is A Titus*, that is, a person as worthy as Titus. *THE Howards*, that is, the family of the Howards; or, *He is AN Alexander*, that is, a man as brave as Alexander; *THE Cæsars*, that is, the Roman emperors of the name of Cæsar.

And also when some Substantive is understood, as *THE Thames*, that is, the river Thames.

Are the Articles ever used before any other of the parts of speech?

The Article may be placed before the Adjective, when it precedes its Substantive; as, *AN excellent book; THE better day the better deed.*

The definite Article *the* is sometimes set before Adverbs in the comparative, or superlative degree; as, *THE sooner, THE later; THE oftener I read Thomson's Seasons, THE more I admire them; She is THE most*

most happy girl I know, and I believe likewise that she is
 THE *best*.

Are there not some Substantives which never admit the Article?

Yes: words taken in the largest and most unlimited sense; as, MAN *is a rational creature*, that is, all men without exception. *The proper study of mankind is* MAN.

OF SUBSTANTIVES.

A Substantive, or Noun, is the name of any thing that exists, or of which we have any notion; so that whatever can be heard, seen, smelt, tasted, felt, understood, or made the subject of discourse, is a Substantive.

How many kinds of Substantives are there?

Two; proper, and common.

GOD is used as a proper name.

What is a Substantive proper?

A Substantive proper is the name of any particular person, as *John*; of a river, as the *Thames*; or of a city, as *London*.

What is a Substantive common?

A Substantive common is the name of things in general, as a *tree*, a *house*.

Are there any other kind of Substantives?

Nouns or Names may be farther subdivided into Collective, or Names of Multitude; as, societies, communities, &c. *Ex. the people, an army, the clergy.*

Abstract; which belongs to qualities, passions, &c. as *wisdom, prudence, envy, emulation, imitation, application, attention, inattention, &c.*

Derivatives; which proceed from the proper, as from *City, Citizens; Rome, Roman; Art, Artist.*

Verbal; derived from Verbs, as from *to dance, Dancing; to walk, Walking.*

OF NUMBER.

Number is the distinction of one from many.

There are two Numbers, the singular, and the plural.

The singular number speaketh but of one, as *an apple.*

The plural number of more than one, as *apples.*

How is the plural number formed?

The plural number is usually formed by adding *s* to the singular; as, *apple, apples; book, books, &c.*

Are there any exceptions?

Yes: If the Singular end in *s, x, ch, or ph*, the Plural is formed by adding *es*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Miss,</i>	<i>Misses.</i>	<i>Box,</i>	<i>Boxes.</i>
<i>Peach,</i>	<i>Peaches.</i>	<i>Brush,</i>	<i>Brushes.</i>

Does adding the letter *s*, increase the number of syllables?

Not

Of Substantives.

9

Not in general; but it does in words which end in *ce*, *ge*, *se*, and *ze*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Price,</i>	<i>Pri-ces.</i>	<i>Purse,</i>	<i>Pur-ses.</i>
<i>Cage,</i>	<i>Ca-ges.</i>	<i>Prize,</i>	<i>Pri-zes.</i>

If a Substantive in the singular number end in *f*, or *fe*; how do you form the plural?

By changing the *f*, or *fe*, into *ves*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Calf,</i>	<i>Cal-ves.</i>	<i>Life,</i>	<i>Lives.</i>
<i>Half,</i>	<i>Hal-ves.</i>	<i>Loaf,</i>	<i>Loaves.</i>
<i>Knife,</i>	<i>Knives.</i>	<i>Wife,</i>	<i>Wives.</i>

and *staff*, which in the Plural is *staves*.

Are there any exceptions?

Yes, the following, viz.

<i>Chief.</i>	<i>Grief.</i>	<i>Mischief.</i>	<i>Roof.</i>
<i>Cliff.</i>	<i>Handkerchief.</i>	<i>Proof.</i>	<i>Ruff.</i>
<i>Cuff.</i>	<i>Hoof.</i>	<i>Puff.</i>	<i>Stuff.</i>
<i>Dwarf.</i>	<i>Muff.</i>		

which take *s*, to make the Plural.

How do Substantives ending in *y*, with a Consonant before it, form their Plurals?

By changing the *y* into *ies*.

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Lady,</i>	<i>Ladies.</i>	<i>Cherry,</i>	<i>Cherries.</i>

Are there not some Substantives which take *en* or *ren* to make their Plurals?

Of Substantives.

8

EXAMPLES.

Sing.	Plur.	Sing.	Plur.
<i>Child,</i>	<i>Children.</i>	<i>Ox,</i>	<i>Oxen.</i>
<i>Brother,</i>	<i>Brothers, or Brethren.</i>		

Brother has two plurals in use; *Brothers* is applied to natural relations, as, *brothers and sisters*; *Brethren* is used in a figurative sense, as, when we say *Men and brethren*.

MAN, and all its compounds, form their Plural, by changing the *a* into *e*; as,

Sing.	Plur.	Sing.	Plur.
<i>Man,</i>	<i>Men.</i>	<i>Woman,</i>	<i>Women.</i>
<i>Footman,</i>	<i>Footmen.</i>	<i>Statesman,</i>	<i>Statesmen.</i>

Some words taken from foreign languages retain their original Plurals; as,

Sing.	Plur.	
<i>Beau,</i>	<i>Beaux,</i>	French.
<i>Cherub,</i>	<i>Cherubim,</i>	Hebrew.
<i>Seraph,</i>	<i>Seraphim,</i>	Hebrew.
<i>Erratum,</i>	<i>Errata,</i>	Latin.
<i>Phænomenon,</i>	<i>Phænomena,</i>	Greek.

and many others.

Are not the Plurals of some Substantives irregular?

Yes, the following, viz.

Sing.	Plur.	Sing.	Plur.
<i>Die,</i>	<i>Dice.</i>	<i>Moose,</i>	<i>Mice.</i>
<i>Foot,</i>	<i>Feet.</i>	<i>Penny,</i>	<i>Pence.</i>
<i>Goose,</i>	<i>Geese.</i>	<i>Tooth,</i>	<i>Teeth.</i>

Dice

Of Substantives.

11

Dice is used as the Plural by gamesters; a *Die*, the stamp used by coiners, takes the regular Plural *Dies*.

Have all Substantives a singular and a plural number?

No: some words have no Singular; as,

<i>Ashes,</i>	<i>Entrails,</i>	<i>Scissars,</i>	<i>Thanks,</i>
<i>Bellows,</i>	<i>Lungs,</i>	<i>Sheers,</i>	<i>Tongs,</i>
<i>Bowels,</i>	<i>News,</i>	<i>Snuffers,</i>	<i>Wages, &c.</i>

Others have no plural number, as the proper names of

Men, as *John*; Countries, as *Wales*;

Cities, as *London*; Mountains, as *Etna*;

Rivers, as *the Thames*; likewise the *Earth*:

The names of virtues, as *generosity, truth*; vices, as *avarice, falsehood*; metals, as *gold, silver, &c.* have no plural number.

The names of most sorts of herbs, as *asparagus, grass, mint, spinage, balm, marjoram, parsley, sage*, are used only in the singular, a few excepted; such as,

Sing.	Plur.	Sing.	Plur.
a <i>Nettle</i> ,	<i>Nettles.</i>	a <i>Poppy</i> ,	<i>Poppies.</i>
a <i>Lily</i> ,	<i>Lilies.</i>	a <i>Cabbage</i> ,	<i>Cabbages.</i>

And the names of several sorts of corn and pulse; as *barley, wheat, rye, bread, beer, ale, honey, milk, butter, &c.* have no plural.

OF CASES.

How many Cases are there in the English language?

A Substantive doth not properly admit of more than two Cases; the Nominative and the Genitive.

What is the Nominative Case?

The Case in which a thing is simply mentioned, or the name itself; as, a *boy*, *Arthur*, a *girl*, *Charlotte*, a *book*.

How do you know the Nominative Case?

By asking the question *who?* *which?* or *what?*

Can you give me any examples?

Yes: *Girls love play*. Who love play? Answer, *girls*. *Girls* is the Nominative Case. Sometimes an Infinitive Mood answers as the Nominative Case to the Verb; as, *to be idle is naughty*. What is naughty? Answer, *to be idle*.

Sometimes a sentence supplies the place of the Nominative Case; as, *The habit of rising early conduces to health*. What conduces to health? Answer, *the habit of rising early*.

What is the Genitive Case?

The Genitive Case implies Property, or Possession; as, *Ellin's book*, i. e. the book *of*, or *belonging to* *Ellin*: hence it is frequently called the Possessive Case.

The Genitive, or Possessive Case, may be known by its having the word *of* before it. Example, *The picture of the king*: or by the addition of *s* with an apostrophe, as, *The king's picture*.

Both the sign, i. e. the apostrophe, and the preposition *of*, seems sometimes to be used; as, *a soldier of the king's*: but here are really two possessives, as it means, *one of the soldiers of the king*.

To nouns either singular or plural ending in *s*, the apostrophe is never added to form the Genitive, as,

For righteousness sake: On eagles wings: The soldiers courage.

The *s* is sometimes omitted after proper names ending in *x*, or *s*; as, *Felix' room*; *Peleus' son*.

When several names are coupled together in the Possessive Case, the apostrophe with *s* may be joined to the last of them, and omitted, though understood, to the others, as, *Eliza, Ann, and Mary's book*.

Observe *s* with an apostrophe thus (*'s*) always denotes possession or relation, and signifies *of*. To put *'s* to the plural number, as *law's*, *virtue's*, *vice's*, or to the third person of verbs, as, *she carry's that along with her*, instead of *carries*, is a proof of great ignorance, and is absurd.

O F G E N D E R.

Gender is the distinction of Nouns according to their sex.

How many Genders are there?

Three; the Masculine, the Feminine, and the Neuter.

What Nouns are of the Masculine Gender?

All those which signify males; as, a *father*, a *son*: and the following words, when personified, are considered as masculines: *sun*, *time*, *death*, *sleep*, *love*.

What Nouns are of the Feminine Gender?

All Nouns which signify females; as, a *mother*, a *girl*: *virtue* and *vice*, the *soul*, the *earth*, the *moon*, the *church*, *religion*, *nature*, *fortune*, *ship*, *vessel*, *gun*, and the names of *countries* and *cities* are considered likewise as feminine.

What

What Nouns are of the Neuter Gender?

All Nouns that signify things without life; which have no sex at all; as an *house*, a *garden*, a *stick*, a *stone*.

Have all Nouns these distinctions?

No: there are some Nouns common to both sexes, which are called Epicenes; as, a *sparrow*, a *cat*, a *servant*.

How then is the Sex or Gender distinguished?

The Sex or Gender is distinguished by the addition of another Substantive; as, a *man servant*, a *maid servant*, a *cock sparrow*, a *hen sparrow*; or by the pronouns *he* or *she*; as, *he goat*.

We sometimes use different words to express the difference of sex, as,

Boy,	Girl.	King,	Queen.
Bridegroom,	Bride.	Lord,	Lady.
Brother,	Sister.	Man,	Woman, &c.

Do we not in some words express the gender by changing the termination?

Yes; the Feminine of some Substantives is formed by changing the termination or end of the Masculine into *ess*; as,

Male.	Female.	Male.	Female.
Abbot,	Abbess.	Emperor,	Empress.
Elector,	Electress.	Prince,	Princess.
Duke,	Duchess.	Marquis,	Marchioness.
Actor,	Actress.	Governor,	Governess.
Ambassador,	Ambassadress.	Hunter,	Huntress.

Of Substantives.

15

Is not the Feminine of some Substantives formed by adding *ess* to the Masculine?

Yes; the following:

Male.	Female.	Male.	Female.
<i>Baron,</i>	<i>Baroness.</i>	<i>Prior,</i>	<i>Priores.</i>
<i>Count,</i>	<i>Countess.</i>	<i>Poet,</i>	<i>Poetess.</i>
<i>Heir,</i>	<i>Heiress.</i>	<i>Prophet,</i>	<i>Prophetess.</i>
<i>Jew,</i>	<i>Jewess.</i>	<i>Shepherd,</i>	<i>Shepherdess.</i>
<i>Lion,</i>	<i>Lioness.</i>	<i>Tutor,</i>	<i>Tutore.</i>
<i>Patron,</i>	<i>Patroness.</i>	<i>Viscount,</i>	<i>Viscountess.</i>

Do not some Substantives of the Masculine Gender change the termination into *ix* to form the Feminine?

Yes; viz.

Male.	Female.
<i>Administrator,</i>	<i>Administratrix.</i>
<i>Executor,</i>	<i>Executrix.</i>
<i>Hero,</i> makes <i>Heroine.</i>	

INCIDENTAL REMARKS,

Relating to the Construction of Sentences, or, as it is usually called, SYNTAX; in which may be considered, the Concord or Agreement; the Regimen or Government; and the Position of Words.

CONCORD. One Word is said to *agree* with another, when it is required to be in the same Case, Number, Gender, or Person.

GOVERNMENT.

GOVERNMENT. One word is said to *govern* another, when it causes the other to be in some particular Case, or Mode.

A SUBSTANTIVE, or Noun of Multitude that signifies many, may have the Verb and Pronoun agreeing with it, either in the singular or plural Number; yet not without attending to the meaning of the word; as, *My PEOPLE DO not consider; The ASSEMBLY WAS very numerous.*

Two or more Nouns of the singular Number, having a Copulative Conjunction between them, agree with a Verb in the plural Number; as, *Judy and Patty ARE good girls; Demosthenes and Cicero WERE great orators; poetry, painting, and music, AFFORD an innocent and noble entertainment.*

OF PRONOUNS.

WHAT are Pronouns?

Pronouns are words which are used in order to avoid a repetition of the noun or name too often; as for example:

“ So rapid was the progress of Cæsar’s arms, that,
 “ to use his own words, *He came, he saw, he conquered.*” Instead of Cæsar came, Cæsar saw, Cæsar conquered.

Again,

“ Cæsar, of *whom* I am speaking, was a great
 “ warrior; and the Roman people loved and admired
 “ him.”

How

How many sorts of Pronouns are there ?

Six ; viz.

Personal.

Demonstrative.

Possessive.

Definitive.

Relative.

Distributive.

What do you mean by the Cases of Pronouns ?

A Case, in Grammar, expresses the variations of a word.

Have not some Pronouns a Case peculiar to themselves ?

Yes, the Objective Case, which is used after most Verbs and Prepositions ; as, *to me, for them.*

What is a Personal Pronoun ?

A Personal Pronoun partakes of the nature of a Substantive, and is used instead of a Noun, or Substantive, as its substitute or representative.

Wherein do Personal Pronouns differ from Nouns ?

By their having a Case peculiar to themselves, i. e. the Objective Case, which is used after most Verbs and Prepositions ; as, *to me, for them.*

The Nominative Case may be called the leading State, by its being placed before the Verb ; and the Objective Case, the following State of the Pronouns, by its being always set after the Verbs or Prepositions ; as for example.

Nominative,
or leading,
State.

Verb.

Objective Case,
or following,
State.

We

commend

Them.

I

am going to

Her.

She

is coming to

Me.

Are

Are there no exceptions ?

Yes ; the Verb TO BE has always a Nominative Case after it ; as, *It was I who wrote the letter*, and not *It was ME*, unless the Verb be in the Infinitive Mood ; and then it requires the Objective Case after it ; as, *Though you took it to be ME*.

Is not the Preposition sometimes omitted ?

The Prepositions *to* and *for* are frequently omitted though they are understood ; as, *Give me the book*, i. e. Give to me the book. *Get me some paper*, i. e. Get for me some paper.

How many persons are there in each number ?

Three in the singular, and three in the plural number ; because whatever is spoken, is said either of ourselves, to another, or of a third person.

Which are the Personal Pronouns ?

The Personal Pronouns are, for the

Singular.

Plural.

1st. person I.

1st. We.

2d. Thou, or You.

2d. Ye, or You.

3d. He, She, It,

3d. They.

The Pronoun *It* is, strictly speaking, of the Neuter Gender ; but is frequently applied to Infants instead of he or she, as, *It is a fine baby*.

The same Pronoun is also applied to persons, or animals, thus :—*It is I*. *It was she*.

How are Personal Pronouns declined ?

Thus.

Singular.

Singular.

Plural.

	Nominative, or leading, State.	Objective, or following, State.		Nominative, or leading, State.	Objective, or following, State.
1. <i>per.</i>	I.	Me.	1. <i>per.</i>	We.	Us.
2.	Thou.	Thee.	2.	Ye, or You.	You.
3. <i>Masc.</i>	He.	Him.	3.	They.	Them.
<i>Fem.</i>	She.	Her.			

Which are the Possessive Pronouns?

The Possessive Pronouns are,

My, Thy, His, Her, Its, Our, Your, Their.

They are called Possessive Pronouns, because they generally signify Possession; as for example, *My book*, that is, the book belonging to me.

Sing.

Plural.

My book.

Our books.

Thy book.

Your books.

His book.

Their books.

Her book.

The Possessive Pronouns are likewise sometimes used to express the cause or author of a thing; as, *This is your doing*; that is, *you* are the cause or occasion of this.

Are the Possessive Pronouns ever declined?

Yes, when they are separated from their Substantives by a Verb, or when they are used without their Substantives; as for example:

My becomes *mine* *.

This is my house. This house is mine. This is mine.

* *Mine* and *thine* were formerly used instead of *my* and *thy*, before a Vowel; they are at present so used in the Bible. Example, *By the greatness of THINE arm.* And in poetry:

And you, ye works of art! allur'd MINE eyes. Shenstone.

Thy

Of Pronouns.

Thy becomes *thine*.

That is thy house. *That* house is thine. *That* is thine.

His is always the same.

This is his house. *That* house is his. *This* is his.

Her becomes *hers*.

That is her house. *That* house is hers. *That* is hers.

Our becomes *ours*.

That is our house. *That* house is ours. *That* is ours.

Your becomes *yours*.

This is your house. *This* house is yours. *This* is yours.

Their becomes *theirs*.

This is their house. *This* house is theirs. *This* is theirs.

What do you mean by Relative Pronouns?

Relative Pronouns are words that refer, or relate to an antecedent, *i. e.* to some Substantive used in the former part of the same sentence.

Which are the Relative Pronouns?

The Relative Pronouns are *who*, *which*, *that*, *what*, *whether*, *same*.

How is *who* declined?

Singular and Plural.

Nominative,	Who.
Genitive, or Possessive,	Whose.
Objective,	Whom.

Are *which*, *what*, and *whether*, declinable?

What and *whether* are not declinable; *whose* is sometimes

sometimes used as the Genitive of *which*, especially in poetry.

Who, *whom*, and *whose* refer to persons only, *which* to things; as, *I ought to love the friend who has done me a kindness, though she be sometimes guilty of faults which I detest.*

As an Interrogative, the Pronoun *which* is used with respect to objects of every kind; as, *which person is it; which animal, or which thing shall I have: in any other case but as a question, to apply which to persons is improper.*

That refers both to persons and things; as, *The person THAT (or whom) I sent; the thing THAT (or which) you asked for, is not to be found.*

Are there not some words derived, or that come from the Pronouns *who* and *what*?

Yes: the Pronouns *whoever*, *whosoever*, and *whatsoever*, which being compounded of *who* or *what*, and *ever* or *soever*, follow the rule of their primitives.

Singular and Plural.

Nominative,	Whosoever.
Genitive, or Possessive,	Whosoever.
Objective,	Whomsoever.

Which are the Demonstrative Pronouns?

This and *that*, are called Demonstrative Pronouns, because, when we make use of them as such, we, as it were, point out the thing that we speak of.

How are they declined?

This

This makes *these*, *that* makes *those*, in the plural number.

Which are the Definitives ?

Other, *any*, *none*, *some*, *one* : they are called Definitives, because they do not supply the place of the Nouns, but only serve to ascertain those to which they either refer, or are joined.

How are these Pronouns used ?

Other may be joined either to a Singular or Plural Noun. *Others* is never used but when it refers to a preceding Substantive : Example, *I do not like this book ; have you any other ?* (i. e. any other book) *I have not given you the same gloves but OTHERS ;* (i. e. other gloves.)

Another, being only an *other*, has no plural.

Any is used in opposition to *none* ; as, *I want some pens ; have you ANY ? I have NONE.*

Some is often used absolutely for some people. *Some* is used in contradiction to *others* ; as, *SOME of the Scholars were reading, OTHERS* (i. e. other scholars) *were writing.*

One, used in an indefinite sense, like the French *on*, is never joined but to the third person singular of a Verb ; as, *ONE is apt to think so ; ONE knows not how to determine.*

One has sometimes a plural number : Example, *The great ONES of the world* (i. e. the great men of the world). *Where are the little ONES ?* (i. e. little children.)

Which are the Distributive Pronouns ?

The Distributive Pronouns are *each*, *every*, *either*.

They

They are called Distributive, because they divide the persons or things that make up a number; as, *Each of her books, Either will do.*

Each, every, either, agree with nouns, pronouns, and verbs of the singular number only.

Have not several of the abovementioned Pronouns the nature of Adjectives?

Yes; and are therefore frequently called Pronominal Adjectives; for though they may sometimes seem to stand by themselves, yet they have always some Substantive belonging to them, either referred to, or understood.

Are there not some words that are sometimes joined to Pronouns?

Yes: *own*, (which seems to be a Substantive) is sometimes added to the Pronouns Possessive; as, *It is my own book*, or the book particularly belonging to me. It makes the expression more emphatical, and implies contrariety or opposition, as, *I live in my own house*, i. e. not in a hired house.

Self, a Substantive, is united both to Personal Pronouns, as *myself, himself, herself*, and likewise to the Neuter Pronoun *it*, as *itself*.

Self is always added to Personal Pronouns, when they are used reciprocally, i. e. return upon themselves; as, *I did not hurt HER; she hurt HERSELF; she praises HERSELF.*

Self adds force and emphasis to the Pronoun with which it is compounded; as, *I did it MYSELF* (i. e. no other person did it.)

Self

Self is added to Personal Pronouns of the singular number, *selves* to the plural. *Ourself* is used in the regal stile; as,

“ *We OURSELF will follow.*” Shakespeare.

And in the royal proclamations,

Our selves is the plural of *myself*.

Self is sometimes added by way of emphasis; as
I MYSELF. We OURSELVES will go.

AN EXAMPLE of Reciprocal Pronouns.

Sing.

Plu.

- | | |
|-----------------------------------|--------------------------------|
| 1st. <i>I please myself.</i> | <i>We please ourselves.</i> |
| 2d. <i>Thou pleasest thyself.</i> | <i>You please yourselves.</i> |
| 3d. <i>She pleases herself.</i> | |
| <i>He pleases himself.</i> | <i>They please themselves.</i> |

Is the word *that* always a Pronoun?

No; it is sometimes a Conjunction.

How do you distinguish when the word *that* is a Pronoun?

When you can change it into *who* or *which*, or *whom*, and preserve the sense, the word *that* is a Pronoun Relative. Examples:

I love a girl THAT (or WHO) is diligent.

The book THAT (or WHICH) I send is amusing.

The girl THAT (or WHOM) I saw is pretty.

When the word *that* is opposed to *this*: as, *Will you have THIS or THAT?* and used to point out any person or thing, it is a Demonstrative Pronoun; otherwise it is a Conjunction.

INCIDENTAL REMARKS

19 RELATING TO PRONOUNS.

PRONOUNS Personal, must agree with one another in a sentence; as, *thou* must be followed by *thy* and *thine*, and not by *you* and *your*.

Ex. THOU, and THY son, and THY daughter;
Dost THOU not perceive that all will be THINE?

If *thy* lead, then *thou* must follow:

Ex. THY sister came to see THEE, whilst THOU wast out.

You and *yours* must always follow *you*; as *YOU* and *YOUR* family, and all that is *YOURS*.

If *your* lead, then *you* must follow; as, *YOUR* memory is good, but *YOU* do not exercise it.

I and any other person is equal to *WE*, 1st. per. plu.

Ex. I and SHE will go; i. e. *We* will go.

THOU, and another, to *YE*, 2d. per. plu.

HE, SHE, IT, and another, to *THEY*, 3d. per. plu.

Every Relative Pronoun must have an Antecedent to which it refers; either expressed, or understood: as,
"WHO steals my purse, steals trash;" i. e. the man who steals, see page 20.

The Relative is always of the same Number and Person with its Antecedent, and the Verb agrees with it accordingly; as,

I THAT SPEAK in righteousness;

The FRUITS WHICH ARE produced;

"That SHEPHERD WHO first taught;"

SHE WHO IS diligent DESERVES to be rewarded.

The Relative has the same relation to its Antecedent, by agreeing with it in Gender and Number, as the

Verb has to its Agent or Nominative Case, by agreeing with it in Number and Person.

The Relative THAT is used indifferently both of Persons and Things, see page 21; but perhaps would be more properly confined to the latter.

After an Adjective in the superlative degree, the Pronoun THAT is generally used in preference to *who* or *which*; as, HANNIBAL *was one of the greatest generals THAT the world ever saw.*

When no other word comes between the Relative and the Verb, with which the Verb may agree, the Relative may be the Nominative Case; as, *The master WHO taught us.*

But if any other word with which the Verb may agree, come between the Relative and the Verb, then the Relative must be in the Objective Case; as, *The child WHOM I saw.*

The position or place of the Pronouns is mentioned page 17.—The Case of the Pronouns after Verbs, or the Conjunction THAN, may be easily determined by completing the sentence, or asking the question.

She desired me to write. Who desired? SHE did.

He commends us.

You respect her more than ME; i. e. than you respect me;

You are wiser than I; i. e. than I am.

The proper place for the Pronoun Relative is immediately after its Antecedent; as, Ex.

That is the DARIUS, WHOM Alexander conquered.

The English language does not properly admit of more than two Cases in the Nouns, and three in the Pronouns,

Pronouns, as the different connections and relations of one thing to another are expressed by Prepositions, instead of varying the termination of the words.

The Greek and Latin vary the ending of the Noun, to answer the purpose: These different endings are called Cases, and are Six in number; *viz.*

The NOMINATIVE, which simply names the object, and has *a*, *an*, or *the* before it in English.

The GENITIVE, which marks the property or possession of the object: it has *of* before it.

The DATIVE, gives, sends, or conveys to the object, and takes *to* before it.

The ACCUSATIVE, is the Case that receives the object, and takes *the* before it.

The VOCATIVE, calls, rouzes, or invokes the object: it has *O* before it.

The ABLATIVE, takes or derives from, and has *from* or *by* before it.

The following example will give an idea of Grammatical Construction in this particular.

Singular.

NOM. *The* Letter

GEN. *of* the Officer

DAT. *to* the Minister,

[preserved

Acc. *the* Town

Voc. *O* Prince!

ABL. *from* the Enemy.

Plural.

NOM. *The* Letters.

GEN. *of* the Officers

DAT. *to* the Ministers,

[preserved

Acc. *the* Towns

Voc. *O* Princes!

ABL. *from* the Enemies.

OF ADJECTIVES.

AN Adjective, or Adnoun, is a word that cannot subsist by itself, but always refers to some Substantive expressed or understood, and is added to Nouns to denote the Quality; as, *a good, great, happy, man*; *good*, or *ill*, or *bad habits*:—the Form; as, *a square, round, long table*:—the Number; as, *one, two, five books*; or any other property belonging to the Substantive or Noun.

Adjectives can be added to Substantives only.

Are not Adjectives which express number, sometimes distinguished into Ordinals and Cardinals?

Yes; *one, two, three*, &c. are Adjectives of Number, or Cardinal, which join units together, and are those which are used in counting:

First, second, third, &c. are Adjectives of Order, or Ordinals, i. e. those which are used to distinguish the order in which things are placed.

First, or firstly, secondly, &c. are Adverbs.

Are Adjectives ever varied?

They are never varied, but when they express Comparison.

What is meant by Comparison?

By Comparison is meant the altering of the quality into more, or less, or marking the different degrees of it.

How

How many degrees of Comparison are there?

There are only two degrees; the Comparative, and the Superlative. The Positive being the first state of the Adjective, expressing the quality simply, without any increase or diminution; as *strong*, *wise*, *happy*.

What is the Comparative degree?

The degree into which the Positive state of the Adjective is somewhat increased or decreased; and it is formed by adding *r*, or *er*, or the Adverb *more* to the positive; as,

Positive	<i>wise</i> ,	<i>strong</i> .
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Comparative, *wise-r* or *more wise*, *strong-er* or *more strong*.

What is the Superlative degree?

The Superlative degree increases or diminishes the Positive to the utmost degree; and is formed by adding *st*, or *est*, or the Adverb *most* to the Positive; as,

Positive state,	Wife.
Comparative degree,	Wife-r, or <i>more wise</i> .
Superlative degree	Wife-st, or <i>most wise</i> .

Positive,	Strong.
Comparative,	Strong-er, or <i>more strong</i> .
Superlative,	Strong est, or <i>most strong</i> .

How is the Adjective *happy* compared?

By *more* or *most*, or by changing the *y* into *i*, and adding

adding *er* to form the Comparative, and *est* the Superlative. Example :

Positive,	Happy.
Comparative,	Happ-ier, or <i>more</i> happy.
Superlative,	Happ-iest, or <i>most</i> happy.

Both the forms, as, *more wiser, more stronger, most happiest*, are never used together, but by the illiterate, or untaught.

Are all Adjectives that admit of Comparison compared in this manner?

No ; the following are irregular.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	Better,	Best.
Bad,	Worse,	Worst.
Little,	Less,	Least.
Much,	More,	Most.
Near,	Nearer,	Nearest or Next.
Late,	Later,	Latest or Last.

Sometimes the Comparative of *late* is written *latter* as well as *later*. The *latter of two*, refers either to time or place ; *later* respects time only.

Are Adjectives ever compared in any other manner?

In some few words the Superlative is formed by adding the Adverb *most* to the end of them ;

As, *nether, nethermost* ; or *lowest*.

utter, uttermost ; or *greatest* in degree.

under, undermost ; or *lowest* in degree.

upper, uppermost ; or *highest* in place.

fore, foremost ; or *first* in place.

OCCASIONAL REMARKS,

RELATING TO ADJECTIVES.

ADJECTIVES, or Adnouns, are often derived from other parts of speech.

Adjectives are sometimes derived from Substantives by adding *y*; as, from *Health*, *healthy*;

By *ly* *Heaven*, *heavenly*, &c.

By *en* *Oak*, *Oaken*;

By *ful* *Beauty*, *beautiful*;

By *some* *Trouble*, *troublesome*;

By *less* *Child*, *childless*.

Those ending in *less*, generally express *want*.

Adjectives may be derived likewise from Proper Names either of persons or countries; as, from

Newton, *Newtonian*; *America*, *American*;

India, *Indian*; *Paris*, *Parisian*, &c.

The termination *ly*, being a contraction of *like*, expresses similitude or manner; and being added to Nouns, forms Adjectives, as, from *Heaven*, *heavenly*; and added to Adjectives forms Adverbs, as, from *beautiful*, *beautifully*.

Monosyllables are generally compared by *er* and *est*; words of more than two syllables hardly ever admit of these terminations. Thus we say, *the most beautiful flower*, not *the beautifulest flower*.

Every ADJECTIVE has relation to some Substantive, either expressed or implied; as, *the twelve*, i. e. Apostles; *the gay* (world); *the young*; *the old* (men); *the lame*, *the crooked*, *the blind*, *the active*, *the idle*, *the good*, *the wicked* (persons).

In some instances, the Adjective becomes a Substantive, and has an Adjective joined to it; as, *The chief Good*; “*Evil, be thou my Good!*” In others, the Substantive becomes an Adjective, or supplies its place, by being joined to another Substantive; as, *Sea water*, *land-tortoise*, *bird-cage*.

The Adjective generally goes before the Noun; as, *a great man*; or, *a good girl*, see page 28; but it is sometimes placed after the Noun. Examples:

When it is emphatical, as *Alexander the GREAT*.

When something depends on the Adjective, as, *food* CONVENIENT *for me*:—or,

For sake of greater harmony; as, *Goodness* INFINITE!

OF VERBS.

A Verb is a word whereby something is represented as existing; as, *I am*: acting; as, *I do*, *I play*, *I eat*, *I read*: or being acted upon; as, *I am taught*.

How many kinds of Verbs are there?

Three; Active, or Transitive; Neuter, or Intransitive; and Passive.

How do you know when a Verb is Active or Transitive?

A Verb

A Verb Active denotes the doing of an action, and therefore supposes an Agent, or person who acts, and an Object acted upon: Example, to esteem, or to commend; *I esteem, or I commend the diligent.* *I* is the agent, or person who acts, and *the diligent* the object. To eat; as, *he eats bread.* To read; as, *we read the Spectators.* To carry; as, *they carry a burthen.*

Eat, read, and carry, express the action; *bread, Spectators,* and *burthen,* particularise the subject or object.

Why is a Verb Active called also Transitive?

Because the action passes over to the OBJECT, or has an effect upon some other thing.

The OBJECT answers to the question *whom?* or *what?* after the Verb; as, *Alexander conquered or defeated the Persians.*

Alexander defeated whom? Answer; *the Persians.*

What is a Verb Neuter or Intransitive?

A Verb Neuter denotes being, or existing; as, *I am;* and likewise the being in some posture, situation, or circumstance; as, *I sit, I stand, I lie, I weep.*

Why is a Verb Neuter called also Intransitive?

A Verb Neuter is called Intransitive, because it has a complete signification in itself, and requires no Noun Substantive after it to particularize the subject; as, *to sleep, to be, to sit, to laugh.*

By what rule may you distinguish whether a Verb be Active, or Neuter?

By observing whether I can place a Substantive, or the Neuter pronoun *it*, after the Verb: If I can, I know that the Verb is Active: if not, the Verb must be Neuter.

Example, I may say, *I eat a cake, I can eat it*; but I could not say *I sit* or *I stand a cake*. I find, therefore, that, *to eat* is an Active; *to sit*, or *to stand*, a Neuter Verb.

What is a Verb Passive?

A Verb Passive denotes the impressions that persons or things receive when acted upon; as, *I am taught, it is painted, they are conquered*; it necessarily supposes an Object upon which the impression is made, and an Agent by whom it is made; as, for Example, *The picture was painted by Rubens*.

Picture is the Object, and *Rubens* the Agent.

How is a Verb Passive formed?

By adding the Participle Passive to the different Tenses of the Auxiliary Verb, *To be*.

What are the chief properties of a Verb?

Mode, Tense, Number, and Person.

What do you mean by Modes, or Moods?

A Mode is the form of, or manner of using a Verb, by which the being, action, or passion is expressed or represented.

How many Modes are there?

Five; viz.

Imperative.

Infinitive.

Potential.

Indicative.

Subjunctive.

What is the Infinitive Mode?

The Infinitive Mode expresses the Action or State denoted by the Verb, in a general unlimited manner, without any reference to Number or Person.

All the forms of expression belonging to the Infinitive

nitive
for th
to
or
or
T
root
Mod
for i
to rea
T
Ex.
there
Verb
T
or pl
to rea
T
writ
T
befor
W
T
past,
phra
or a
taug
W
T
actio

nitive Mode expresses time relatively, but not absolutely, for they may be applied either

to present time; as, *I am obliged to go to-day;*

or past; as, *I was obliged to go yesterday;*

or future; as, *I shall be obliged to go to-morrow.*

The Infinitive is the radical form of the Verb, or the root from which the other parts are taken; and it is the Mode by which the meaning of Verbs must be looked for in a Dictionary; as, *to transcribe, to copy, to write, to read, to go.*

The Infinitive is occasionally used as a Substantive; Ex. "*To err, is human — to forgive, divine.*" It is therefore sometimes called the Noun, or name of the Verb.

This Mode is generally preceded by some other Verb, or phrase, to determine its signification; for Ex. *I learn to read. It is a pleasure to read.*

The Infinitive may be known by the sign *to*; as, *To write; to read.*

The Infinitive is sometimes used without the sign *to* before it: Ex. *I bade him do it. Not to do it.*

What is the Indicative Mode?

The Indicative Mode declares or affirms an action, past, present, or future, without presupposing any phrase before it; as, *I teach; I taught; I will teach;* or asketh a question; as, *Do I teach? Were you taught?*

What is the Imperative Mode?

The Imperative Mode commands or desires an action to be done; as, *Come to me. Be so good as to*

lend me your book. This Mode has no difference of Tenses; for we always command in the present time, though the action is to be done in some future time; as, *Come to see me to-morrow, Go with me next summer.*

Is not *let* the sign by which the Imperative Mode may be known?

Yes; *let* is commonly called a sign of the Imperative Mode; as, *Let us read.* It is likewise a Verb.— See the irregular Verbs.

What is the Potential Mode?

The Potential Mode joins some Power; as, Liberty, Will, Duty, Ability, or Necessity, to the signification of the Verb, and is formed by the help of, and known by the words, or signs, *may*, or *can*, in the Present Tense; as, *I may play, thou canst read.* And *might*, *could*, *would*, or *should*, in the Past Tense, joined with the Infinitive Mode of the Verb; as, *He might see; We could hear; Ye or you would speak; They should give.*

What is the Subjunctive Mode*?

The Subjunctive Mode is so called because it makes no compleat sense of itself; but is subjoined to some other Verb or phrase that precedes it: Ex.

* "The Subjunctive Mode differs but little, in English Verbs, from the Indicative Mode: yet there is some difference, and that difference is established by the practice of the politest speakers and writers, however unattended to by others." See Mr. White's *Treatise on the English Language.*

She says *that I am* wrong; and pretends *that she does* right.

The Subjunctive Mode is also by some called the Conditional or Conjunctive Mode, as it takes *if, though*, or some other Conjunction before it; as, *If I were to write; Though he write; Take care lest he fall.*

Of what do Modes consist? 8

Of Tenses, by which word is meant a distinction of time.

How many Tenses or sorts of time are there?

There are properly speaking only three; that is, Present, Past, and Future.

But to these may be added three compound Tenses, viz. the Preterimperfect Tense, the Preterpluperfect Tense, and the second, or perfect Future Tense.

Explain the Present Tense. 10

The Present Tense, as, *I write, I read; I am now writing*, confines the meaning of the Verb to the present time.

It may be known by the signs, 1st person *do*, 2d. *d'st*, 3d. *does*, or *doth*; as, *I read* or *do read*; but *do* is only used to mark the time or action with greater force; see page 43.

Explain the Past or Imperfect Tense.

The Preterimperfect, or imperfectly past time, is so called, because it imperfectly partakes both of the present and past—shews that something was then doing, but not quite finished at the time of which we speak; as, *I read*, or *did read*, or *was reading*, *while you were at work*; and may be known by the signs *did* and *didst*.

The

The Future Tense.

The first, or Imperfect Future, represents the action as to be done in some future time; as, *I shall write, we shall dine.*

The Future Tense is known by the signs *shall* and *will*.

Explain the Compound Tenses.

The Perfect, or Preterit Tense, represents the action as completely finished; as, *I have read*. It is known by the signs, *have, has, hath, or has*.

The Preterpluperfect Tense doubly marks the past, and is thence called Pluperfect.

It represents the action not only as finished, but as finished before a certain time to which we allude; as, for example, *I had read*; which expresses an action past;—*an hour before my father came*; which is another action past. This Tense may be known by the signs *had* and *hadst*.

The Second, or Perfect Future Tense, expresses a future time, and determines when the action will be finished; as, *I shall have written. We shall have dined before my sister comes.*

The Second Future Tense is expressed by the addition of *have*.

May not the Present and Perfect Tenses be used instead of the Future Tenses?

The Present and the Perfect Tenses are frequently used instead of the Future Tenses; as,

When he writes, for When he shall write.

When he has written, for When he shall have written.

How.

How many Numbers are there in Verbs?

Two: The Singular and the Plural.

How do you know the Number and Person of the Verb?

By the Number and Person of its Agent or Nominative Case; for the Verb must always agree with its Agent or Subject in number and person.

Give me some examples:

I write; I love to write. *I* is the Agent or Nominative Case, and answers to the question *who?* *I* being the first person singular, the Verb is so likewise.

Again, *A King governs.* *King* is the third person singular, and consequently the Verb *governs* must be so.

Children obey. *Children* being the third person plural, the Verb is the same. This is called Concord or Agreement. See page 15.

How many Persons are there in Verbs?

Three, in each number: viz.

Singular.

Plural.

1st. I call.

We call.

2d. Thou callest.

Ye, or You call.

3d. He, She, It, calls.

They call.

The second person singular *Thou*, is seldom used, except in poetry, or in our addresses to God.

We generally use *You*, and the Verb must agree with the Pronoun in Number; as, for example, *You were*, not *you wast*, or *you was*; as, *I was in town when you were*.

Does the difference of Persons occasion any change in the termination, or ending of Verbs?

Yes; the second person of the Verb in the Singular Number,

Number, both in the Present and Imperfect Tense, is formed by adding *est*, *st*, or *eth* to the first Person; as,

I call, thou call-est; or, *I place, thou plac-est*:

The third Person is formed by adding *eth*, *th*, *es*, or only *s*; but this change is only in the second and third Persons Singular of the Present, and in the second Person Singular of the Imperfect: the Persons of the Plural Number are always the same as the first Person Singular; as,

1. Sing. Pref. <i>I place.</i>	1. Sing. Imperf. <i>I called.</i>
1. Plural <i>we place.</i>	1. Plural <i>we called.</i>
2. <i>ye place.</i>	2. <i>ye called.</i>
2. <i>they place.</i>	3. <i>they called.</i>

When are the terminations *est*, *st*, *eth*, *th*, *es*, and *s*, used?

St or *th* is added instead of *est* and *eth* to Verbs ending in *e*, as *love, lov-est, lov-eth*.

Es is joined to such as end in *ss*, to form the third Person Singular of the Present Tense; as

1st. *Pass*, 3d. *pass-es*: in *x*, as 1st. *fix*, 3d. *fix-es*: in *o*, as 1st. *go*, 3d. *go-es*.

When *est* or *eth* is added to a Verb ending in a single Consonant, preceded by a single Vowel, on which the accent is placed, that Consonant is doubled; as,

1st. *forget*, 2d. *forget-test*, 3d. *forget-teth*.

Likewise in Verbs which consist of one Syllable, and end with a single Consonant; as from

To bar.	To fit.	To gag.	To rob.
2d. <i>bar-rest.</i>	2d. <i>fit test.</i>	2d. <i>gag-gest.</i>	2d. <i>rob-best.</i>
3d. <i>bar-reth.</i>	3d. <i>fit teth.</i>	3d. <i>gag-geth.</i>	3d. <i>rob-beth.</i>

Words that end in *y* after a Consonant change into *i* before the termination; as, from to *cry*, or to *pity*.

1st. <i>cry.</i>	1st. <i>pity.</i>
2d. <i>criest.</i>	2d. <i>pitieſt.</i>
3d. <i>crieth.</i>	3d. <i>pitieſh.</i>

What are the Auxiliary, or Helping Verbs?

Auxiliary Verbs, are Verbs that are joined to other Verbs, to fix the time, and other circumstances of an action, with greater exactness.

Which are the Auxiliaries, or Helping Verbs?

The principal Auxiliary Verbs are *to be*, and *to have*, which are perfect Verbs, i. e. they may be conjugated through every Mode, Tense, Number, and Person. See page 49, &c.

The others are defective; and are, *do*, *ſhall*, *will*, *can*, *may*, *let*, and *muſt*.

How are theſe Verbs inflected or conjugated?

They are inflected with conſiderable irregularity; and *ſhall*, *will*, *can*, *may*, expreſs no certain diſtinction of time, but have two forms; one of which expreſſes abſolute certainty, and may, therefore, be called the Abſolute Form; and the other implies a condition, and may therefore be called the Conditional Form.

What is the formation of the Auxiliary Verb *ſhall*?

Abſolute

Of Verbs.

Absolute Form.

Singular.

- 1st. I shall.
2d. Thou shalt.
3d. He shall.

Plural.

- 1st. We shall.
2d. Ye, *or* you shall.
3d. They shall.

Conditional Form.

- 1st. I should.
2d. Thou shouldst.
3d. He should.

- 1st. We should.
2d. Ye, *or* you should.
3d. They should.

What is the formation of the Auxiliary Verb *will*?

Absolute Form.

- 1st. I will.
2d. Thou wilt.
3d. He will.

- 1st. We will.
2d. Ye, *or* you will.
3d. They will.

Conditional Form.

- 1st. I would.
2d. Thou wouldst.
3d. He would.

- 1st. We would.
2d. Ye, *or* you would.
3d. They would.

What is the formation of the Auxiliary Verb *can*?

Absolute Form.

- 1st. I can.
2d. Thou canst.
3d. He can.

- 1st. We can.
2d. Ye, *or* you can.
3d. They can.

Conditional Form.

- 1st. I could.
2d. Thou couldst.
3d. He could.

- 1st. We could.
2d. Ye, *or* you could.
3d. They could.

What

What is the formation of the Auxiliary Verb *may*?

Absolute Form.

1st. I may.
2d. Thou mayst.
3d. He may.

1st. We may.
2d. Ye, *or* you may.
3d. They may.

Conditional Form.

1st. I might.
2d. Thou mightest.
3d. He might.

1st. We might.
2d. Ye, *or* you might.
3d. They might.

Are these Verbs used only as Signs? 26

Do, *have*, and *will*, when they are not joined to Verbs to distinguish the circumstances of time, are absolutely Verbs: as, *to do*, *to have*, *to will*, (i. e. to command or to direct); as, for example,

“ *So absolute she seems,*

“ *And in herself compleat; so well to know*

“ *Her own; that what she WILLs to do or say,*

“ *Seems wisest, virtuousest, discreetest, best.*”

Milton's *Paradise Lost*.

What is the use of the Auxiliary *do* or *did*?

Do and *did*, are used to mark the action itself, or the time of it, with greater force and positiveness; as, *I do read; Indeed I do speak truth; I did love him, but I scorn him now.* 28

Do expresses passion, or earnest request; as, *Help me, do!* It is frequently joined with a Negative; as, *I like her, but I do not love her.*

The Auxiliaries *do* and *did* are of great use in interrogative

interrogative forms of speech, in which they are used through all the Persons; as

Present Time.		Past Time.	
Singular.	1st. Do <i>I</i> walk?	Singular.	1st. DID <i>I</i> walk?
	2d. DOEST <i>thou</i> walk?		2d. DIDST <i>thou</i> walk?
	3d. DOES <i>she</i> walk?		3d. DID <i>she</i> walk?
Plural.	1st. Do <i>we</i> walk?	Plural.	1st. DID <i>we</i> walk?
	2. Do <i>ye</i> or <i>you</i> walk?		2d. DID <i>ye</i> or <i>you</i> walk?
	3d. Do <i>they</i> walk?		3d. DID <i>they</i> walk?

Are *do* and *did* of any farther use? 31

Do and *did* sometimes supply the place of another Verb, and make the repetition of it, in the same, or a following sentence, unnecessary; as, *You attend not to your studies as she DOES*, (i. e. as she attends to her studies); or, *I shall come if I can, but if I DO not, pray excuse me*, (i. e. if I come not.)

Doth is used in solemn, *does* in familiar language.

Example: *Does she go to the play?* not *doth she*.

What is the use of the Auxiliaries *shall* and *will*?

Shall and *will* equally denote a future time, but differ very widely in their signification: For example, *Shall*, in the first Person of both Numbers, simply foretells an action, or event; as, *I shall go out*, or *We shall dine at home*.

Will in the first Person Singular and Plural intimates resolution, and approbation; as, *I will reward the good*: and promises; as, *We will endeavour to deserve your kindness*.

Can

Can y
Yes;

Resolution

“ That

“ In my

How

Persons

Shall,

bers, pr

you, or

Will,

Plural,

burn hi

walk.

Whe

their m

express

will of

I shoul

Do you

Will

not ad

I? W

strang

inform

selves.

Ho

Do,

Can you give me any other example ?

Yes ; the following, from Shakespeare, implies both resolution and approbation.

“ Give me that man

“ That is not passion's slave, and I will wear him

“ In my heart's core.”

How are *shall* and *will* used in the second and third Persons ?

Shall, in the second and third Persons of both Numbers, promises, commands, or threatens ; as, *Thou, he, you, or they shall go.*

Will, in the second and third Persons Singular and Plural, only foretells ; as, *Thou wilt, or he will burn his fingers ; You, or they will have a pleasant walk.*

When a question is asked, *shall* and *will* change their meaning ; thus, *I shall go, You or they will go*, express event only ; but, *Shall I go ?* refers to the will of another person, and means, Do you chuse that I should go ? and, *Will you go ?* implies intention ; as, *Do you intend to go ?*

Will, in the first Person Singular and Plural does not admit of being put by way of question ; as, *Will I ? Will we ?* instead of *Shall I ?* for we cannot be strangers to our own will, nor can any other person inform us so well concerning it, as we can ourselves.

How are Auxiliary Verbs used as signs ?

Do, did, have, had, shall, will, are used as signs of
the

the Indicative Mode. *May, can, might, could, should, would*, are signs of the Potential Mode.

What is the meaning of the Auxiliaries *may* and *can*?

May expresses Liberty; as, *I may do what I will*—Permission; as, *You may play*—a Wish; as, *Mayst thou be happy! May the king live!*—the being desirous of any thing; as, *May I have a book?*—or Possibility; as, *It may rain*;—or,

“*Space may produce new worlds.*” Milton.

Can denotes the power of the agent or doer; as, *I can sing*, (i. e. I am able to sing.)

What Time has *can* and *may* relation to?

Can and *may* relate both to the Present and Future Time; as, *I can (now) write*; or, *If he come (tomorrow) I may speak to him*.

What is the meaning of *could* and *might*?

Could and *might* being the Conditional Form of *can* and *may*, have the same signification; but supposes, at the same time, the intervention of some obstacle or impediment that prevents the doing of the action; as, *I might, or could take a walk, if it did not rain*.

These Auxiliaries refer in some manner to Present, Past, and future Time; but the precise Time of the Verb is very much determined by the drift of the sentence*.

* A very late writer on the English Verb observes, “That the human mind is capable of viewing the same action in such a variety of attitudes, that no language, however copious, can appropriate separate expressions to them all.”

See Pickburn's *Dissertation*.

How can they refer to the three different Times?

This may be explained by the following examples:

Present. *I wish that she could (now) come.*

Past. *It was my desire that she should or might (then) come.*

Future. *If she would come (to-morrow) I might, would, could, or should speak to her.*

What is the meaning of *should* and *would*?

Should signifies obligation; and *would* denotes inclination.

May the signs *would* and *should* be applied indifferently?

No; we sometimes use *would* with some of the Persons of the Verb, and *should* with others: this manner of expression takes place, for instance, after a supposition has been introduced relative to the persons: Example.

Singular.	1st. <i>Were I to omit my lesson,</i>	<i>I SHOULD be guilty of a fault.</i>
	2d. <i>Wert thou to be idle,</i>	<i>Thou WOULDST be blameable.</i>
	3d. <i>Were she not to dance,</i>	<i>She WOULD not be pleased.</i>
Plural.	1st. <i>Were we to do so,</i>	<i>We SHOULD be sorry.</i>
	2d. <i>Were ye to run,</i>	<i>Ye WOULD be fatigued.</i>
	3d. <i>Were they to walk,</i>	<i>They WOULD take cold.</i>

When

When is *would* used in the first Person Singular and Plural, and *should* in the second and third?

When the supposition regards only the first Person Singular, or Plural, or is introduced by that Person, the authority of the person appears in the following mode of expression.

Singular.	1st. <i>Were it my pleasure,</i>	<i>I WOULD do it.</i>
	2d. <i>If it were convenient to me,</i>	<i>Thou SHOULDST go.</i>
	3d. <i>Did it suit me,</i>	<i>He SHOULD set out.</i>
Plural.	1st. <i>Were it to be of service,</i>	<i>We WOULD do it.</i>
	2d. <i>Were it agreeable to me,</i>	<i>Ye SHOULD take a walk.</i>
	3d. <i>If I thought it proper,</i>	<i>They SHOULD play.</i>

In what manner is an Auxiliary joined to a Verb?

When an Auxiliary is joined to the Verb, the Auxiliary goes through all the variations, or changes of Person and Number, and the Verb itself continues invariable. Example: *I have read; I could have wished that you had read.*

The Auxiliary Verb **MUST** admits of no variation.

How are the Auxiliaries *to have* and *to be* used in conjunction with other Verbs?

TO HAVE, through the several Modes and Tenses, is placed only before the Passive Participle; as, *I have written; we had written.*

To the various Modes and Tenses of the Verb **TO**

BE are joined both the Participle Active and the Participle Passive; as,

I am HEARING, *I am* HEARD;

I was HEARING, *I was* HEARD.

And to all the other Auxiliaries, is added the radical form of the Verb; as, *I shall, will, may, can, or do* WRITE.

What do you mean by the conjugation of a Verb?

The Method of varying it through all the Modes, Tenses, Numbers, and Persons.

It has been before observed, that the principal Auxiliary Verbs are *to be*, and *to have*; how are they conjugated or varied?

The Auxiliary Verb *to be*, is conjugated in the following manner.

* Infinitive Mode, or radical Form.

Present Tense.

Perfect Tense.

To be.

To have been.

Indicative Mode.

Present Tense.

Singular.

Plural.

1st. I am.

We are.

2d. Thou art.

Ye, or you are.

3d. He, or she, or it is.

They are.

Preter-Imperfect Tense.

1st. I was.

We were.

2d. Thou wast.

Ye, or you were.

3d. He was.

They were.

* To explain the several Modes and Tenses, as in pages 34, 35, 36, 37, 38, might be useful.

D

Perfect,

Perfect, or Preterit Tense.

Singular.

1st. I have been.

2d. Thou hast been.

3d. He hath, or has been.

Plural.

We have been.

Ye, or you have been.

They have been.

Preter-pluperfect Tense.

1st. I had been.

2d. Thou hadst been.

3d. He had been.

We had been.

Ye, or you had been.

They had been.

First, or Imperfect Future Tense.

1st. I shall, or will be.

2d. Thou shalt, or wilt be.

3d. He shall, or will be.

We shall, or will be.

Ye shall, or will be.

They shall, or will be.

Second, or Perfect Future Tense.

1st. I shall, or will have been.

2d. Thou shalt, or wilt have been.

3d. He shall, or will have been.

We shall, or will have been.

Ye, or you shall or will have been.

They shall, or will have been*.

Imperative Mode.

1st. †

2d. Be, or be thou.

3d. || Let him, or her, or it be

Let us be.

Be ye, or be you

Let them be.

* By particularly attending to these Future Tenses, may be observed the variations of *shall* and *will*. See pages 44, 45.

† The Imperative Mode has no first person in the singular number; because a man cannot *bid*, *command*, or *entreat himself*.

|| *Let* has an infinitive Mood after it, without the preposition or sign *to*.

Potential,

Potential Mode.

Present Tense.

*Singular.**Plural.*

- | | |
|--------------------------------------|-----------------------------|
| 1st. I may, <i>or</i> can be. | We may, <i>or</i> can be |
| 2d. Thou mayest, <i>or</i> canst be. | Ye may, <i>or</i> can be. |
| 3d. He may, <i>or</i> can be. | They may, <i>or</i> can be. |

Imperfect Tense.

- | | |
|---|--|
| 1st. I might, could, should,
<i>or</i> would be. | We might, could, should,
<i>or</i> would be. |
| 2d. Thou mightest, couldst,
shouldst, <i>or</i> wouldst
be. | Ye, <i>or</i> you might, could,
should, <i>or</i> would be. |
| 3d. He might, could, should,
<i>or</i> would be | They might, could,
should, <i>or</i> would be. |

Perfect, *or* Preterit Tense.

- | | |
|---|---------------------------------------|
| 1st. I may, <i>or</i> can have
been. | We may, <i>or</i> can have
been. |
| 2d. Thou mayst, <i>or</i> canst
have been. | Ye may, <i>or</i> can have
been. |
| 3d. He may, <i>or</i> can have
been. | They may, <i>or</i> can have
been. |

Preter-pluperfect Tense.

- | | |
|--|---|
| 1st. I might, could, should,
<i>or</i> would have been. | We might, could, should,
<i>or</i> would have been. |
| 2d. Thou mightest, couldst,
shouldst, <i>or</i> wouldst
have been. | Ye might, could, should,
<i>or</i> would have been. |
| 3d. He might, could, should,
<i>or</i> would have been. | They might, could,
should, <i>or</i> would have
been. |

The Future Tense, in this Mode, is best expressed by the Present Tense; as, *I may go to-morrow*. See the remarks on *can* and *may*, page 46.

Subjunctive Mode.

Present Tense.

Singular.

- 1st. If, *or* though I be.
2d. If thou be.
3d. If he be.

Plural.

- If we be.
If ye, *or* you be.
If they be.

Imperfect Tense.

- 1st. If I were.
2d. If thou wert.
3d. If he were.

- If we were.
If ye, *or* you were.
If they were.

Conjugate the Auxiliary Verb *To have*.

Infinitive Mode.

Present Tense.
To have.

Perfect Tense.
To have had.

Indicative Mode.

Present Tense.

- 1st. I have.
2d. Thou hast.
3d. He, *or* she, *or* it, hath, *or*
has.

- We have.
Ye, *or* you have.
They have.

Have is used in solemn, *has* in familiar language.

Preter.

Preter-Imperfect Tense.

*Singular.**Plural.*

1st. I had.

We had.

2d. Thou hadst.

Ye, *or* you have had.

3d. He had.

They had.

Perfect, *or* Preterit Tense.

1st. I have had.

We have had.

2d. Thou hast had.

Ye, *or* you have had.3d. He hath, *or* has had.

They have had.

Preter-pluperfect Tense.

1st. I had had.

We had had.

2d. Thou hadst had.

Ye, *or* you had had.

3d. He had had.

They had had.

First Future Tense.

1st. I shall, *or* will have.We shall, *or* will have.2d. Thou shalt, *or* wilt have.Ye shall, *or* will have.3d. He shall, *or* will have.They shall, *or* will have.

Second Future Tense.

1st. I shall, *or* will have had.We shall, *or* will have had.2d. Thou shalt, *or* wilt have had.Ye, *or* you, shall *or* will have had.3d. He shall, *or* will have had.They shall, *or* will have had.

Imperative Mode.

Singular.

- 1st. See page 50.
 2d. Have, *or* have thou.
 3d. Let him, *or* her, *or* it
 have.

Plural.

- Let us have.
 Have ye, *or* you.
 Let them have.

Potential Mode.

Present Tense.

- | | |
|---------------------------------------|----------------------------------|
| 1st. I may, <i>or</i> can have. | We may, <i>or</i> can have. |
| 2d. Thou mayst, <i>or</i> canst have. | Ye may, <i>or</i> can have. |
| 3d. He may, <i>or</i> can have. | They may, <i>or</i> can
have. |

Preter-Imperfect Tense.

- | | |
|---|---|
| 1st. I might, could, would, <i>or</i>
should have. | We might, could,
would, <i>or</i> should
have. |
| 2d. Thou mightest, couldst,
shouldst, <i>or</i> wouldst
have. | Ye, <i>or</i> you might,
could, would, <i>or</i>
should have. |
| 3d. He, she, <i>or</i> it, might, could,
would, <i>or</i> should have. | They might, could,
would, <i>or</i> should
have. |

Perfect, *or* Preterit Tense.

- | | |
|-------------------------------------|------------------------------------|
| 1st. I may, <i>or</i> can have had. | We may, <i>or</i> can have
had. |
|-------------------------------------|------------------------------------|

2d. Thou

*Singular.**Plural.*

2d. Thou mayst, *or* canst
have had.

Ye may, *or* can have
had.

3d. He may, *or* can have
had.

They may, *or* can
have had.

Preter-pluperfect Tense.

1st. I might, could, should,
or would have had.

We might, could,
should, *or* would
have had.

2d. Thou mightst, couldst,
shouldst, *or* wouldst,
have had.

Ye, *or* you might,
could, should, *or*
would have had.

3d. He might, could, should,
or would have had.

They might, could,
should, *or* would
have had.

Subjunctive Mode.

Present Tense.

1st. If I have.

If we have.

2d. Though thou have.

If ye, *or* you have.

2d. If he have.

If they have.

Preter-Imperfect Tense.

1st. If I had.

If we had.

2d. If thou had.

If ye, *or* you had

3d. If he had.

If they had.

Conjugate the Auxiliary Verb *To do*.

Indicative Mode.

Present Tense.

Singular.

1st. I do.

2d. Thou dost.

3d. He doth, *or* does.

Plural.

We do.

Ye, *or* you do.

'They do.

Past, *or* Imperfect Tense.

1st. I did.

2d. Thou didst.

3d. He did.

We did.

Ye, *or* you did.

They did.

The Verb *To do* has no other Tenses *or* Modes as an Auxiliary; but *do* is likewise a compleat Verb in itself, and in that case is conjugated through all the Modes and Tenses. See page 43.

Conjugate an Active Verb.

Infinitive Mode.

Present Tense.

To learn.

Perfect Tense.

To have learned.

Indicative Mode.

Present Tense.

1st. I learn, *or* do * learn.

We learn.

* See the use of the Auxiliary *Do* and *Did*, pages 43, 44.

2d. Thou

*Singular.**Plural.*

- | | |
|---|--------------------------|
| 2d. Thou learnest, <i>or</i> dost
learn. | Ye, <i>or</i> you learn. |
| 3d. He learns, <i>or</i> learneth,
<i>or</i> does learn. | They learn. |

Preter-imperfect Tense.

- | | |
|---|---------------------------------------|
| 1st. I learned, <i>or</i> did learn. | We learned, <i>or</i> did
learn. |
| 2d. Thou learnedst, <i>or</i> didst
learn. | Ye learned, <i>or</i> did
learn. |
| 3d. He learned, <i>or</i> did learn. | They learned, <i>or</i> did
learn. |

Perfect, *or* Preterit Tense.

I have learned, &c.

Preter-pluperfect Tense.

I had learned, &c.

First, *or* Imperfect Future Tense.

I shall, *or* will learn, &c.

Second, *or* Perfect Future Tense.

I shall, *or* will have learned, &c.

Imperative Mode.

- | | |
|-------------------------------------|-----------------|
| 1st. | Let us learn. |
| 2d. Learn, <i>or</i> do thou learn. | Learn ye. |
| 3d. Let him learn. | Let them learn. |

Potential Mode.

Present Tense.

I may or can learn, &c.

Preter-Imperfect Tense.

I might, could, should, *or* would learn, &c.

Perfect, *or* Preterit Tense.

I may, *or* can have learned, &c.

Preter-pluperfect Tense.

I might, would, could, *or* should have learned, &c.

How is the Subjunctive Mode formed ?

By adding a Conjunction to the Indicative Mode, and dropping the personal terminations in the second and third persons singular of the Present, and the second person singular of all the other Tenses ; as, for Example,

1st. If I learn.

If we learn.

2d. If thou learn.

If ye, *or* you learn.

3d. If he, *or* she learn.

If they learn.

Is there any other method of conjugating an Active Verb ?

Yes : an Active Verb may be conjugated by adding the Active or Present Participle to the Auxiliary Verb *To be*, through all the Modes, Tenses, Numbers, and Persons. Thus, instead of

Present.

1st. I

2d. T

3d. F

1st. I

2d. T

3d. F

And

Verb

the p

H

By

is on

Verb

Pr

In

Pe

Pr

F

And

Nur

M

Ver

as it

A

A

Present.

1st. I read.	We read.
2d. Thou readest.	Ye, <i>or</i> you read.
3d. He, <i>or</i> she reads.	They read.

We may say,

1st. I am reading.	We are reading.
2d. Thou art reading.	Ye, <i>or</i> you are reading.
3d. He, <i>or</i> she is reading.	They are reading.

And so on, through all the variations of the helping Verb *To be*, still retaining the Active Participle of the principal Verb.

How is a Verb Passive conjugated?

By the help of the Verb *To be*. The Passive Verb is only the Participle Passive joined to the Auxiliary Verb *To be*, through all its variations; as,

Present. *I am loved.*

Imperfect. *I was loved.*

Perfect, *or* Preterit. *I have been loved.*

Preter-pluperfect. *I had been loved.*

Future. *I shall be loved.*

And so on, through all the Modes, the Tenses, the Numbers, and the Persons.

Note, The learner should go through a Passive Verb, by adding the Participle to the Verb *To be*, as it is placed, pages 49, 50, 51, 52.

Are all Verbs conjugated like the Verb *To love*?

All Regular Verbs are; but there are some Irregular

regular Verbs, which are conjugated in a different manner.

What do you mean by a Regular Verb?

A Verb which forms its Imperfect Tense, and the Passive Participle, by the addition of *ed*; as, *call-ed*; or of *d*, if the Verb end in *e*; as *lov-ed*.

IRREGULAR VERBS,

Are those Verbs which do not form their Imperfect Tense and Passive Participle in *ed* or *d*.

In what parts is a Verb irregular?

A Verb is irregular only in the Past, or Imperfect Tense, and the Passive Participle. See the List of Irregular Verbs, page 87.

How may you know whether a Verb be regular or irregular?

When the termination, or ending, of the Past, or Imperfect Tense, is not formed by adding *d*, or *ed*, to the first Person singular of the Present Tense, the Verb may be called Irregular; as, from *To teach*, or *I teach*; the Imperfect is, *I taught*, not *I teached*. *I was never taught to do so*.

How are Irregular Verbs conjugated?

The change is only in the Imperfect Tense; in all other respects, the Verb is declined or conjugated as the Regular Verbs.

Give me an example.

The Irregular Verb *To write*,

Infinitive

Infinitive Mode.

Present Tense.

To write.

Perfect Tense.

To have written.

Indicative Mode.

Present Tense.

Singular.

1st. I write, *or* do write.

2d. Thou writest.

3d. He writes.

Plural.

We write.

Ye, *or* you write.

They write.

Imperfect Tense.

1st. I wrote, *or* did write.

2d. Thou wrotest, *or* didst write.

3d. He wrote, *or* did write.

We wrote, *or* did write.

Ye, *or* you wrote, *or* did write.

They wrote, *or* did write.

Perfect, *or* Preterit Tense.

I have written, &c.

Preter-pluperfect Tense.

I had written, &c.

First Future Tense.

I shall, *or* will write, &c.

Second Future Tense.

I shall, *or* will have written, &c.

Imperative

Of Verbs.

Imperative Mode.

Write, *or* do thou write, &c.

Potential Mode.

Present Tense.

I may, *or* can write, &c.

Imperfect Tense.

I might, could, should, *or* would write, &c.

Perfect, *or* Preterit Tense.

I may, *or* can have written, &c.

Preter-pluperfect Tense.

I might, could, should, *or* would have written, &c.

Subjunctive Mode.

As before; see page 58.—Example;

*Singular.**Plural.*

1st. If I write.

If we write.

2d. If thou write.

If ye, *or* you write.

3d. If he write.

If they write.

Conjugate the irregular Verb *To go*.

Infinitive Mode.

Present Tense.

Perfect Tense.

To go.

To have gone.

Indicative Mode.

Present Tense.

I go, &c.

Imperfect Tense.

I went, *or* did go, &c.

Perfect, *or* Preterit Tense.

I have gone, &c.

Preter-pluperfect Tense.

I had gone, &c.

Future Tense.

I shall, *or* will go, &c.

Imperative

Imperative Mode.

Go, *or* do go, &c.

Potential Mode.

Present and Future Tenses. I may, *or* can go, &c.

Imperfect Tense. I might, could, should, *or* would go, &c.

Preter-pluperfect Tense. I might, could, should, *or* would have gone, &c.

The Participle Passive of this Verb is often joined to the Verb *to be*, when it refers to the mere circumstance of going; as, *She is just gone; she has been gone some time.* The same may be observed of the Verb *To come*—*She is just come.*

Is not *Let* a Verb, as well as the sign of the Imperative Mode?

Yes: and *Let*, as a Verb, is compleat, having all the Modes and Tenses.

Conjugate the Active Verb *To Let*.

Infinitive Mode.

Present Tense.

Perfect Tense.

To let.

To have let.

Indicative Mode.

Present Tense.

Singular.

Plural.

1st. I let.

We let.

2d. Thou lettest.

Ye, *or* you let.

3d. He letteth, *or* lets.

They let.

Imperfect

Imperfect Tense.	I did let.
Perfect, <i>or</i> Preterit Tense.	I have let.
Preter-pluperfect Tense.	I had let.
Future Tense.	I will let.

Imperative Mode.

Let, *or* do thou let, &c.

Potential Mode.

Present and Future Tenses.

I may, *or* can let, &c.

Perfect, *or* Preterit Tense.

I might, could, should, *or* would let, &c.

Preter-pluperfect Tense.

I might, could, should, *or* would have let, &c.

Conjugate the Irregular Verb *To dare*, *or To venture*.

Indicative Mode.

Present Tense.

Singular.

Plural.

1st. I dare.

We dare.

2d. Thou dar'st.

Ye, *or* you dare.

3d. He, *or* she dares.

They dare.

Imperfect Tense.

1st. I durst.

We durst.

2d. Thou durst.

Ye, *or* you durst.

3d. He, *or* she durst.

They durst.

Perfect,

Perfect, or Preterit, and Preter-pluperfect Tenses.

Singular.

Plural.

1st. I durst have.

We durst have.

2d. Thou durst have.

Ye, or you durst have.

3d. He durst have.

They durst have.

Future Tense.

1st. I will dare.

We will dare.

2d. Thou wilt dare.

Ye, or you will dare.

3d. He will dare.

They will dare.

Imperatively.

Dare to do it.

Interrogatively.

Dare you to do it?

How is the Verb *Ought* conjugated?

Ought is used only in the Indicative Mode, and never admits of another Verb. immediately after it without the Preposition *to*; as, for example, *You ought not to walk in the sun.*

Present, and Future Tenses.

Singular.

Plural.

1st. I ought.

We ought.

2d. Thou oughtest.

Ye, or you ought.

3d. He ought.

They ought.

Past Tense.

1st. I ought to have.

We ought to have.

2d. Thou oughtest to have.

Ye, or you ought to have.

3d. He ought to have.

They ought to have.

What do you mean by a Defective Verb?

A Defective

A Defective Verb is a Verb that is imperfect; that is, that cannot be conjugated through all the Modes and Tenses; as the Verb *Ought*, which can only be used in the Indicative Mode.

Which are the Defective Verbs?

The Auxiliary Verbs are in general defective, because they have not any Participles; neither do they admit another helping Verb to be placed before them.

How are the Defective Verbs used?

They are always joined to the Infinitive Mode of some other Verb; as for example,

I DARE say. I OUGHT to learn my lesson.

Must implies necessity, as I MUST do well, i. e. it is necessary that I should, or I am obliged to do so; because I ought, i. e. it is my duty to well.

Are the Auxiliary Verbs *Have*, and *Am*, or *Be*, defective?

No: they are perfect, and formed like other Verbs. See page 41, and 48, to 56.

How many Verbs are there in the English language?

The whole number of Verbs, Regular and Irregular, is about 4300. The whole number of Irregular Verbs, the Defective included, is about 170.

INCIDENTAL REMARKS,

RELATING TO VERBS.

The VERB agrees with its Noun, or Pronoun, i. e. with its Agent, or Subject, which is likewise called the Nominative Case, in Number and Person; as, CHILDREN LOVE play, &c. See pages 12 and 38, 39.

The

The N
tive, or T
and that
tive, the
Pronoun
OBJECT

Two
joined to
Verbs, I
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The Noun or Pronoun that stands before the Active, or Transitive Verbs, may be called the AGENT, and that which stands before the Neuter or Intransitive, the SUBJECT of the Verb: but the Noun or Pronoun that follows the Active Verbs, is called the OBJECT. See page 33.

Two or more Nouns in the singular Number, joined together by one or more Conjunctions, require Verbs, Nouns, and Pronouns in the plural Number; as, *Socrates and Plato WERE wise: THEY WERE the most eminent PHILOSOPHERS of Greece.*

The Action expressed by a Neuter Verb, see page 33, being confined within the Agent, such Verb cannot admit of an Objective Case after it denoting a Person or Thing as the Object of Action.

When a Noun is added to a Neuter Verb, it either expresses the same notion with the Verb; as, *To dream a dream; To live a virtuous life:* or denotes only the circumstance of the Action, a Preposition being understood; as, *To sleep all night*, i. e. through all the night; *To walk a mile*, i. e. through the space of a mile.

A Verb Active requires a Noun or Pronoun in the Objective Case; as, *Alexander conquered the PERSIANS. WHOM ye ignorantly worship, HIM declare I unto you.*

When the Verb is Passive, the Agent and Object change places in the sentence; and the thing acted upon is in the Nominative Case, and the Agent is accompanied

accompanied with a Preposition: as, *The Persians were conquered by ALEXANDER.*

Verbs are sometimes derived from Adjectives, by adding *en*, as, from *Less*, to *lessen*; or only *n*, as, from *Ripe*, to *ripen*: and from Substantives; as, from *Length*, to *lengthen*.

Verbs are sometimes derived from Substantives; as, from a *Sail*, to *sail*: and from Adjectives; as, from *Warm*, to *warm*; without any change at all.

OF PARTICIPLES.

A Participle is a word derived from a Verb, or rather is part of a Verb, which partakes of the nature of Adjectives * and Nouns.

When does a Participle partake of the nature of an Adjective?

The Participle frequently becomes altogether an Adjective, when it is joined to a Substantive, merely to denote its quality, without any respect to time; expressing not an action, but a habit; and, like an Adjective, admits of the degrees of Comparison.

EXAMPLES.

Positive.	<i>An accomplished,</i>	<i>or a loving.</i>
Comparative.	<i>A more accomplished,</i>	<i>a more loving</i>
Superlative.	<i>A most accomplished</i>	<i>a most loving</i>
	<i>woman,</i>	<i>father.</i>

* Ward, in his Essay, says, that Participles are Verbal Adjectives.

Give me another example :

Learned is a Participle when joined to an auxiliary or helping Verb ; as, *I have learned my lesson* ; but when it is used without any relation to time, as *a learned man*, it is an Adjective.

When does a Participle partake of the nature of a Substantive ?

The Participle, with an Article before it, and the Preposition *of* after it, becomes a Substantive, expressing the action itself, which the Verb signifies ; as, for example, “ The middle station of life seems to be “ the most advantageously situated for *the gaining of* “ wisdom. Poverty turns our thoughts too much “ upon *the supplying of* our wants ; and riches upon “ enjoying our superfluities.”

How many Participles are there ?

Two : the * Gerund, *i. e.* the Active or Present Participle, and the Passive Participle.

The Active, or Present Participle denotes, that the Action spoken of is at that time taking place ; Ex. *I am reading*.

It is formed by the addition of *ing* to the Present Tense, or radical form of the Verb ; as, *Do you read ? I am reading*.

If the Verb end in *e*, the *e* is omitted ; as, for example,

* A very ingenious writer on the English Language calls what is here distinguished by the name of a Participle Active, the Gerund : “ Gerunds,” says he, “ are Verbal Substantives ending “ in *ing*.” See *Essays by John Warl*.

Infinitive.

Infinitive.

To love.

Active Participle.

Loving.

Are there any exceptions?

Where the silent *e* is preceded by the soft *g*, the *e* must be preserved, or the sense of the word would otherwise be ambiguous; for we have no other means of distinguishing *singeing*, the Participle of *to singe* (to scorch), from *singing*, the Participle of *to sing*; or *swingeing*, the Participle of *to swinge* (to lash, or to punish), from *swinging* (to go backward and forward in the air). *Cringing*, *twinging*, &c. omit the *e* because we have no such Verbs as *to cring* or *to twing*.

If the Radical Form, or Infinitive, end in a single Consonant, with a single Vowel before it, how is the Active Participle formed?

If the Infinitive end in a single Consonant, preceded by a single Vowel, that Consonant is doubled. Example:

Infinitive.

To commit.

Active Participle.

Commit-ting.

The Gerund, or Active Participle, follows Substantives and Adjectives; not the Infinitive Mode of the Verb: thus we say, *The art of writing*; *desirous of seeing*.

How is the Passive Participle formed?

In Regular Verbs, it is formed by the addition of *d*, if the Present, or Radical Form end in *e*; as for example,

Infinitive.

To love.

Passive Participle.

*Loved.*Or *ed*,The
inserte

May

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No

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belo

I

of

Or

Or *ed*, if the Verb end in any other letter ; as,

Call,

Called,

Commend,

Commended.

The Passive Participles of the Irregular Verbs, are inserted in the List of those Verbs.

May the Passive Participle, and the past Tense, be used indiscriminately ?

No : the Passive Participle, and not the past Tense, should be always used to form the Passive Verb ; as, *The book was written*, not *The book was wrote*. *I have gone*, not *I have went*.

INCIDENTAL REMARKS,

RELATING TO PARTICIPLES.

The Gerund, or Participle Present, governs the Objective Case of the Pronoun. Example : *She is instructing us*. *He was admonishing THEM*. See pages 16, 17.

OF ADVERBS.

AN Adverb is a Part of Speech added to Verbs and Participles, and also to Adjectives and other Adverbs, to express some qualities or circumstances belonging to them.

From what are Adverbs derived ?

Adverbs may be derived from several of the Parts of Speech ; examples from

a Substantive,

a Substantive, as from <i>Ape</i> ,	<i>Apishly</i> .
an Adjective, as, — <i>Virtuous</i> ,	<i>Virtuously</i> .
a Participle, as, — <i>Knowing</i> ,	<i>Knowingly</i> .
a Preposition, as, — <i>After</i> ,	<i>Afterwards</i> .

Words ending with any double letter but *l*, and taking *ness*, *less*, *ly*, or *ful* after them, preserve the letter double; as, *carelessness*, *stiffly*, *distressful*, &c. but those words ending with double *l*, and admitting the above terminations, omit one *l*, as *fully*.

How many kinds of Adverbs are there?

The principal Adverbs are those of Place, those of Time, and those of Manner and Quality; which are formed from Adjectives by adding *ly*; as, from *beautiful*, is formed *beautifully*, i. e. in a beautiful manner; from *sweet*, *sweetly*, i. e. with some degree of sweetness.

Adverbs may be distributed into as many kinds, as there are circumstances of an Action; as,

1st. Adverbs of Time, present, past, future, uncertain. Ex. *now*, *then*, *to-day*, *lately*, *yesterday*, *to-morrow*, *not yet*, *often*, *seldom*, *sometimes*, *ever*, *never*, *immediately*, *soon*. I am *now* doing, what might have been done *yesterday*.

2d. of Order; *first*, *secondly*, *thirdly*, &c.

Ex. *first*, she shall write, and *secondly*, take a walk.

3d. of Number; *once*, *twice*, *thrice*, &c.

Ex. I spoke *twice*, and wrote *thrice*.

4th. of Place; *here*, *there*, *above*, *below*, *within*, &c. Ex. *where* is your book? it is *above*.

5th. of Motion; *forward, backward, behind.*
Ex. go *back* to the left.

6th. of Distance; *yonder, far, yon.* Ex. on
yonder hill. Is it *far* off?

7th. of Manner; *easily, gracefully, politely.* Ex.
she dances *gracefully*; she behaves *politely*, *i. e.* in a
graceful, or in a polite manner.

8th. of Quantity; *enough, sufficiently, &c.* Ex.
I have read *enough*.

9th. of Quality; *well, ill.* Ex. are you *ill*?
no, I am *well*.

10th. of Relation; *particularly, respectively.*
Ex. *particularly* in this case.

11th. of Union; *together, jointly, &c.* Ex. they
came *together*.

12th. of Division; *apart, separately, &c.* Ex.
they were set *apart*; written *separately*.

13th. of Exclusion; *only, but, exclusively, &c.*
Ex. Take *only* one; that is *exclusively*.

14th. of Comparison; *as, so, than, more, less.*
Ex. this is *as* good, nay *more* so; do *so*, rather *than*
otherwise*.

15th. of Preference; *rather, nay, &c.* Ex. I
had *rather* stay, nay, *especially* now.

* Bishop Lowth says, that *Than*, used after a Comparative word, is a Conjunction. Ex. *One mightier than I.*

16th. of Certainty; *truly, certainly, surely, &c.* Ex. *certainly, she is truly deserving.*

17th. of Affirmation; *yes, indeed, &c.* Ex. Is she good? *yes, indeed she is.*

18th. of Doubt; *perhaps, possibly, &c.* Ex. *perhaps, I may go; possibly, you will.*

19th. of Explanation; *as, namely, viz.* See page 77, &c. Ex. three Plants, *namely, a Rose, a Pink, and a Geranium.*

20th. of Negation; *no, not, &c.* Ex. *no, madam, I will not do it.*

21st. of Interrogation; *why, wherefore, how, &c.* Ex. *why do you grieve? wherefore should you? how can you do so?*

22d. of Conclusion; *therefore, consequently.* Ex. She is obstinate, *consequently* wrong. She is good, *therefore* she must be happy.

Are Adverbs ever compared?

Sometimes; as, for example, *Soon, sooner, soonest; often, oftener, oftenest.*

Those ending in *ly*, are compared by *more*, and *most*; as *easily, more easily, most easily.*

Are the above-mentioned words always Adverbs?

No; many words in the English language are sometimes used as Adjectives, sometimes as Adverbs, and sometimes as Substantives.

EXAMPLES.

EXAMPLES.

Adj. MUCH *money has been expended.*

Adv. *It is MUCH more blessed to give than to receive.*

Sub. *Where MUCH is given, MUCH will be required.*

Adj. MORE *things may be learned from reading than conversation.*

Adv. *Martha is MORE diligent than Mary.*

More is evidently an Adverb, used in comparing the Adjective *diligent*.

Sub. *A covetous man makes the MOST of what he has.*

Adj. LITTLE *things are sometimes of great consequence.*

Adv. *Al! LITTLE think the gay, &c.*

Adj. LESS *things have produced great effects.*

Adv. *The English are LESS volatile than the French.*

Adj. *The LEAST thing you can do is to offer her your assistance.*

She came home YESTERDAY; she sets out again TO-DAY, and she will return TO-MORROW.

In this sentence, *yesterday*, *to-day*, and *to-morrow*, are Adverbs of Time, because they answer to the question *when?*

TO-DAY'S *lesson* is more difficult than YESTERDAY'S (i. e. than the lesson of yesterday); but TO-MORROW'S *will be more so than either.*

Yesterday, *to-day*, and *to-morrow*, are Substantives, because they are words that make sense by themselves, and admit likewise of the Genitive Case. See page 12.

Are Adjectives ever used instead of Adverbs?

It is very improper to use the Adjective instead of the Adverb; though many examples may be found in the works of the best writers; as,

“EXTREME (instead of *extremely*) *unwilling.*” Swift.—“*I shall endeavour to live hereafter* SUIT-
“ABLE (instead of *suitably*) *to a man in my station.*” Spectator, No. 530.—This frequently renders the meaning of the author obscure; as, for example, in Psalm xxxv. 19. “*O let not them that are mine enemies triumph over me ungodly;*” ought it not rather to be *ungodlily*, i. e. in an ungodly manner?

INCIDENTAL REMARKS

RELATING TO ADVERBS.

ADVERBS have neither Concord nor Government; i. e. they neither agree with, nor govern any other words. The Adverb is generally placed alone, or near to the word which it affects; and its propriety and force depends on its position.

In the French language two Negatives express a stronger negation; as, *Je NE puis PAS manger.*

In English two Negatives destroy one another, or **make** an Affirmative; as, *I CANNOT eat NONE*, signifies

nifies *I can eat some*. Besides, it is absurd and vulgar to speak in this manner; as, *I CANNOT see NOBODY*, &c.

The Comparative Adverbs *than*, and *as*, have the Nominative or leading state of a Pronoun after them, when the Verb is not repeated or expressed, to which the Pronoun is the Nominative; as, *She is wiser THAN he*, i. e. than he is; *Maria is not so tall AS I*, i. e. as I am.

Than takes the same Case after it that goes before it; as, *He is greater than I*, i. e. than I am; *She loves her better than me*, i. e. than she does me.

ADVERBS usually precede the Adjectives, and follow the Verbs with which they are connected; as,

Deference is the MOST elegant of all compliments.

A wise man will desire no more than what he may get JUSTLY, use SOBERLY, distribute CHEERFULLY, and live upon CONTENTEDLY.

If the Verb have an Auxiliary, the Adverb may be placed between the Auxiliary and the Verb; as,

You have OFTEN deceived me.

It hath FREQUENTLY happened.

VIZ. is an Adverb of Explanation; it is a contraction of *videlicet*, a Latin word, which signifies *to wit*, or *it is*; but is a corrupt abbreviation.

ENOW is sometimes used as the Plural of *enough*, i. e. in a sufficient number.

Ex. "Man had not foes *enow* besides."

Milton.

As the Preposition subjoined to the Verb has the construction and nature of an Adverb, so the Adverbs *here, there, where*, with a Preposition subjoined, as, *hereof, therewith, whereupon*, have the construction and nature of Pronouns.

Adverbs, when they connect sentences, may be considered as Conjunctions; as, *She speaks to me, NOT to her.*

OF PREPOSITIONS.

A Preposition is a word that is put before Nouns and Pronouns chiefly, to connect them with other words, and to shew the relation that one word has to another.

Which are the principal Prepositions?

Above.	Beneath.	In.	Till.
About.	Beside.	Into.	To.
After.	Besides.	Near.	Towards.
Against.	Between.	Nigh.	Upon.
Along.	Betwixt.	Of.	Until.
Among.	Beyond.	Off.	Unto.
Amongst.	By.	Out.	Under.
At.	Concerning.	On.	With.
Before.	During.	Over.	Within.
Behind.	For.	Since.	Without.
Below.	From.	Through.	

Give some Examples :

My book is *above*.

I will tell you *about* it, *after* you have done.

There are peaches *against* the wall, *along* the side.

It is *among* my books, or *amongst* yours.

I will be *at* home *before* you.

Behind the door, and *below* the window.

Beneath the shade.

Beside my lesson, and, *besides* what you said.

Between friends, let us divide it *betwixt* us.

I walked *beyond* the farm.

Sit *by* me, and tell me *concerning* the affair which happened, *during* your stay *in* the country.

She took it *for* me, *from* her, *in* the garden.

Go *into* the fields, they are *nigh* to the house.

His house is *near* mine.

Have you heard *of* the man who fell *off* his horse?

Is he *out* of danger?

The account is *on* the table.

He lives *over* the way.

I have heard more of it *since*.

He rode *through* Hyde Park.

She played *till* I went to her.

The dog came *towards* her, and jumped *upon* her.

I will wait *until* you come *unto* me, and shelter myself *under* the door-way *with* my sister.

Go *within* doors, do not stay *without*, for you will take cold.

Of what use are Prepositions?

One great use of Prepositions in English, is to express those relations which in some languages are chiefly

marked by Cases, or the different endings of Nouns.
See pages 26, 27.

Are not Prepositions often prefixed to Verbs in composition?

Yes; for example, *to overturn*, *to undertake*.

There are likewise some that are inseparable Prepositions in our language, but are frequently combined with verbs, as,

a, be, fore, mis, un, up, pre.

EXAMPLES.

<i>a-shore,</i>	i. e. on shore.
<i>be-times,</i>	i. e. in time, early.
<i>fore-tell,</i>	i. e. to tell beforehand.
<i>mis-conduct,</i>	i. e. want of conduct, ill management.
<i>unable,</i>	<i>un</i> gives to the compound word, a
<i>ungrateful,</i>	sense directly contrary to that of
<i>unsullied,</i>	the simple word.
<i>up-lift,</i>	<i>up</i> denotes a higher situation.
<i>up-rear,</i>	a motion upwards.
<i>pre,</i>	before words derived from the Latin,
	marks priority of time or rank.
<i>prefix,</i>	to put before another thing.
<i>predispose,</i>	to adopt previously to any certain
	purpose.

INCIDENTAL REMARKS

RELATING TO PREPOSITIONS.

PREPOSITIONS are frequently subjoined to Verbs; in which case they take the nature of the Adverb, and considerably affect the meaning of the Verb; as, *to give over*; *to make out*; *to shake off*.

PREPOSITIONS are usually placed before the words to which they relate; as *he went FROM Dover TO Calais.*

PREPOSITIONS have a government of Cases; and in English they always require the Objective Case after them; as, *With him; from her; to me.* See page 17.

The Preposition is often separated from the Relative which it governs, and joined to the Verb at the end of the sentence; as, *That is a book WHICH I am pleased WITH; Johnson is an author WHOM I am delighted WITH:* but the placing of the Preposition before the Relative is more elegant, as well as more perspicuous; as, *That is a book with which I am pleased; Johnson is an author with whom I am much delighted.*

The Noun has generally the same Preposition after it that the Verb requires, from which it is derived; as,

<i>To comply</i> WITH,	<i>in Compliance</i> WITH.
<i>To condescend</i> TO,	<i>in Condescension</i> TO.
<i>To depart</i> FROM,	<i>A Departure</i> FROM.
<i>To bestow a favour</i> UPON,	<i>a Bestower of favours</i> UPON.
<i>Accused</i> OF theft,	<i>an Accusation</i> OF theft.

UNTO, the old word for *to*, is now obsolete, i. e. out of use.

Different relations, and different senses, must be expressed by different Prepositions, though in conjunction

with the same Verb, or Adjective. Ex. *to converse WITH a person, UPON a subject, IN a house.*

We also say, *we are disappointed OF a thing*, when we cannot get it; and *disappointed IN it*, when we have it, and it does not answer our expectations;

Ex. *She disapproved OF my writing, and My writing was disapproved BY her.*

The preposition is frequently placed after the Verb, and separates it from it, like an Adverb; in which situation, it affects the sense, and may give it a new meaning.

To value ourselves *upon* any thing.

To bestow favours *upon*.

To fall *under* their notice.

To be engaged *in* quarrels.

To be restored *to* favour.

To accuse *of* any thing.

To swerve *from* any duty.

To differ *from*, to dissent *from*.

A diminution *of*, or derogation *from*.

The Noun * *Aversion*, (*i. e.* a turning away) requires the Preposition *from* after it; and does not properly admit of *to*, *for*, or *towards*.

* See Lowth's Grammar, page 141; and Johnson's Dictionary.

OF CONJUNCTIONS.

A Conjunction is a Part of Speech that joins words and sentences together, and shews the manner of their dependance on one another.

Can you give me a List of the principal Conjunctions?

The Principal Conjunctions are,

Again.	Either.	Nevertheless.	Than.
Albeit.	Else.	Notwith-	Thereupon.
Also.	Except.	standing.	Therefore.
Although.	For.	Nor.	Though.
Altho'.	However.	Or.	Unless.
And.	If.	Otherwise.	Whereas.
As.	Left.	Save.	Wherefore.
Because.	Likewise.	Since.	Whereupon.
Both.	Moreover.	So.	Whether.
But.	Neither.	That.	Yet.

Do any other words connect sentences besides those which are called Conjunctions?

Yes: the Relative Pronouns, *who, which, that*; as, for example,

Blessed is the man who feareth the Lord, AND keepeth his commandments.

How many sorts of Conjunctions are there?

There are many; as,

The Copulative, which joins the Sentence, expressing continuation; they are, *as, and, also, both, neither, nor, &c.* as, Cæsar came, saw, *and* conquered.

Lætitia *and* Louisa were there, Caroline was *also* with them.

Disjunctive, expressing opposition; as, *either, or, &c.*

Ex. Green *or* blue, *either*.

Concessive, expressing concession; as, *though, although*.

A liar is not believed *though* he speak the truth.

Causal, expressing a cause; as, *for, because, &c.*

You are happy, *because* you are good.

Final, expressing an end, *that, &c.*

She read it twice, *that* she might understand it better.

Conditional, expressing condition; *if, but, &c.*

If you are attentive, you will improve.

Exceptive, expressing exception; *except, unless, &c.*

Except you speak, *unless* you learn.

Suspensive, expressing suspension; *whether, not*.

Whether it be you or I;—I do not know *whether* I shall go, or *not*.

Are these words always Conjunctions?

No: they are sometimes Adverbs; and the sense alone

alone can determine when they are used as Conjunctions, and when as Adverbs.

Are they always either Conjunctions or Adverbs?

In general they are, though *for* is sometimes a Preposition, and *that*, and *whether*, are sometimes Pronouns. See pages 20, 24.

Have not some Conjunctions their correspondent Conjunctions belonging to them?

Yes: they are such as answer to each other in the construction of a sentence; as,

Though, Although, answering to *yet*, or *nevertheless*.

Ex. *Although* she is young, *yet* she is not handsome.

Or, to *whether*. Ex. *Whether* it were I *or* you.

Or, to *either*. Ex. *Either* this book *or* that.

Nor, to *neither*. Ex. *Neither* the one *nor* the other.

As, to *as*; expressing a comparison. Ex. *As* white *as* snow; or, I think Milton *as* great a poet *as* Virgil.

So, to *as*; implying a comparison. Ex. The city of Bristol is not near *so* large *as* that of London.

That, to *so*. Ex. It is *so* obvious *that* I need not mention it.

So, to *that*; expressing a consequence. Ex. I was *so* tired *that* I fell asleep.

INCIDENTAL REMARKS

RELATING TO CONJUNCTIONS.

CONJUNCTIONS join the same Cases together ; as, SHE *and* I *will* read ; She *taught* HER *and* ME *to* read.

The Relative *who*, after the Conjunction *than*, must be put in the Objective Case ; as, Titus, *than* WHOM *no* prince *was* more beloved, succeeded his father Vespa-sian.

Some Conjunctions require the Indicative, some the Subjunctive Mode after them : others have no influence at all on Modes.

When the Conjunction occasions the sense to be doubtful or uncertain, it takes the Subjunctive Mode after it ; as, “ IF *there* BE *any* thing *that* makes human “ nature appear ridiculous, it is pride ;” OR, THOUGH he FALL, he shall not be utterly cast down,

The Conjunctions that are of a positive and absolute nature, require the Indicative Mode, or rather leave the Mode to be determined by the other circumstances and conditions of the sentence.

OF INTERJECTIONS.

Interjections are words that are used to express some passion of the mind; as, *Alas! Oh! Hush! &c.*

They are so called, because they are introduced between the parts of a sentence, without making any other alteration in it. They are a kind of natural sounds to express the affection of the speaker.

INTERJECTIONS are put before Nouns, and the Nominative Case of Pronouns; as, *O king live for ever! O thou that livest in the heavens!*

A LIST OF THE
IRREGULAR VERBS.

The English Irregular Verbs are,

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Abide*, <i>to dwell.</i>	Abode,	

* *Abide* is used with the Preposition *With* before a Person, and *At* or *In* before a Place.

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imperfect Tense.</i>	<i>Passive Participle.</i>
<i>Am, or To be</i> *,	<i>Was,</i>	<i>Been.</i>
<i>Arise,</i>	<i>Arose,</i>	<i>Arisen.</i>
<i>Awake</i> †,	<i>Awoke, R</i>	[<i>Awaked.</i>]
<i>Bear, to bring forth.</i>	<i>Bare,</i>	<i>Born.</i>
<i>Bear, to carry,</i>	<i>c Bare, or Bore,</i>	<i>Borne.</i>
<i>Beat,</i>	<i>c Beat,</i>	<i>c Beat, or Beaten.</i>
<i>Begin,</i>	<i>Began,</i>	<i>Begun.</i>
<i>Bend,</i>	<i>Bent, R</i>	<i>Bent. R</i>
<i>Bereave, to deprive of.</i>	<i>Bereft, R</i>	<i>Bereft.</i>
<i>Beseech, to beg, or entreat.</i>	<i>Besought,</i>	<i>Besought.</i>
<i>Bid,</i>	<i>Bade,</i>	<i>Bidden.</i>
<i>Bind,</i>	<i>Bound,</i>	<i>Bound.</i>
<i>Bite,</i>	<i>Bit,</i>	<i>Bitten.</i>
<i>Bleed</i> ‡, <i>to let blood.</i>	<i>Bled,</i>	<i>Bled.</i>

* *To be*, the Auxiliary Verb, by which the Verb Passive is formed. The words marked in Italics are the Auxiliary or Helping Verbs, which are defective, that is, wanting in some of their parts, except the Verbs *Am*, and *Have*.

† All Verbs in this list that have the regular Form in use, as well as the irregular, are marked with an *R*.

Those Verbs which are marked with a *c* are irregular by contraction: thus, *bear*, from *beated*; *burst*, from *burst*; *cast*, from *casted*, &c. because of the disagreeable sound of the syllable *ed*, after *d*, or *t*.

‡ *To let blood*, is elliptical for *to let out blood*, i. e. to suffer it to stream out of the vein.

The Irregular Verbs.

89

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Blow,	Blew,	Blown.
Break,	Brake, or Broke,	Broken.
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.
Build,	Built, R	Built.
Burst,	c Burst,	Bursten.
Buy,	Bought,	Bought.
<i>Can,</i>	<i>Could, page 42.</i>	
Cast,	c Cast,	c Cast.
Catch,	Caught, R	Caught, R
Chide,	Chid,	Chidden.
Choose, or chuse,	Chose,	Chosen.
Cleave, to ad- here, to stick.	Clave,	Cloven.
Cleave, to split.	Clove, Clave, or Cleft,	Claven, or Cleft.
Climb, to ascend,	Climb, R	[Climbed.]
Cling, to hang upon.	Clang,	Clung.
Clothe,	Clad, R	Clad. R
Come,	Came,	Come.
Cost,	c Cost,	c Cost.
Crow,	Crew, R	[Crowed.] R
Creep,	Crope,	Crept. R
Cut,	Cut,	Cut.

Dare,

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Dare*, <i>to ven- ture; not to be afraid.</i>	Durst,	[Dared] page 64
D. al,	Dealt, R	Dealt. R
Dig,	Dug, R	[Digged.]
Do,	Did.	56,
Do †, <i>to per- form, &c.</i>	Did,	Done.
Draw,	Drew,	Drawn.
Drive,	Drove,	Driven.
Drink,	Drank,	Drunk.
Dwell,	c Dwelt, R	c Dwelt. R
Eat,	Ate,	Eaten.
Fall,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.

* *Dare*, to challenge, to defy, a Verb Active, and a Regular Verb.

† The Verb *To do* is a perfect Verb. It has several signifi-
cations. It sometimes means to act; as,

" *Who does the best his circumstance allows,*

" *Does well, acts nobly; angels could no more.*"

Young.

Find,

*Present
Radical*

Find,
Flee*,
Fling,
Fly,
Forfake
Freeze
Freigh

*a sh
good*

Get †,
Gild,
gold
Gird,

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Give
Go,
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Grin
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The Irregular Verbs.

91

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Find,	Found,	Found.
Flee*,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forfake,	Forfook,	Forfaken.
Freeze,	Froze,	Frozen.
Freight, <i>to load a ship with goods.</i>	[Freighted,]	Fraught†, or freighted.
Get‡,	Gat,	Got, or Gotten.
Gild, <i>as with gold,</i>	Gilt, R	Gilt. R
Gird, <i>to bind round,</i>	Girt, R	Girt. R
Give,	Gave,	Given.
Go,	Went,	Gone. page 62
Grave, <i>to carve,</i>	[Graved,]	Graven.
Grind,	Ground,	Ground.
Grow,	Grew,	Grown.

* It may be proper to distinguish this from the Verb *to fly*. Observe, that *we FLEE from danger*; and *a bird FLIES with wings*.

† Bishop Lowth observes, that "*Fraught* seems rather to be an Adjective, than the Participle of the Verb *To freight*, which has regularly *freighted*;" which is most in use.

‡ The Verb *to get*, used by way of possession, is, I think, awkward and inelegant; as, *I have got a very good pen*; *she has got none*: To say *I have any thing*, is sufficient.

Have,

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
<i>Have,</i>	<i>Had,</i>	<i>Had.</i> page 52.
<i>Hang *,</i>	<i>Hung,</i>	<i>Hung, or Hanged.</i>
<i>Heave, to lift,</i>	<i>[Heaved,] anci- ently Hove †,</i>	<i>Hoven.</i> R
<i>Help, to assist,</i>	<i>[Helped,]</i>	<i>Holpen.</i> R
<i>Hew, to cut, or chop,</i>	<i>[Hewed,]</i>	<i>Hewn.</i> R
<i>Hide,</i>	<i>Hid,</i>	<i>Hidden.</i>
<i>Hit, to strike,</i>	c <i>Hit,</i>	c <i>Hit.</i>
<i>Hold,</i>	<i>Held,</i>	<i>Holden, or Held.</i>
<i>Hurt,</i>	c <i>Hurt,</i>	c <i>Hurt.</i>
<i>Keep,</i>	<i>Kept,</i>	<i>Kept.</i>
<i>Knit,</i>	c <i>Knit, R</i>	<i>Knit, or Knitted.</i>
<i>Know,</i>	<i>Knew,</i>	<i>Known.</i>
<i>Lade, to load, or freight,</i>	<i>[Laded,]</i>	<i>Laden.</i>
<i>Lead, to guide,</i>	<i>Led,</i>	<i>Led.</i>
<i>Leave,</i>	<i>Left,</i>	<i>Left.</i>
<i>Lend,</i>	<i>Lent,</i>	<i>Lent.</i>
<i>Let ‡,</i>	c <i>Let,</i>	c <i>Let.</i> page 63
		<i>Light,</i>

* Different Participles of the same Verb are sometimes used in different senses. Thus we say, *A man is banged*; but *The goat is bung up*.

† The Past Time *bove*, and Participle *hoven*, were formerly in use; now the regular Form is preferred.

‡ When *Let* signifies to let down; as, *It was let down in a basket*; or to permit; as, *Let her not hurt me*, (i. e. permit, or suffer.

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Light *,	Līght,	Līght.
Lie †, <i>to lie down.</i>	Lay,	Lien, or Lain.
Load, <i>to freight,</i>	[Loaded,]	Loaden.
Lose,	Loſt,	Loſt.
Make,	Made,	Made.
May,	Might.	page 43.
Meet,	Met,	Met.
Mow, <i>to cut with a ſcythe.</i>	[Mowed,]	Mown.
Muſt ‡,		page 66.

Ought,

ſuffer, her not to hurt me) the Paſſive Participle is like the Imperfect, or Paſt Tense *let* ; but when it ſignifies to hinder, as in the following example from Shakeſpeare, “ *Let him think what he will, he ſhall not LET me from acting as I ought,*” its Participle Paſſive is *letted*. See Johnson’s Dictionary.

* When the irregular Paſt Time, and Participle, of this Verb is uſed, it is pronounced ſhort, *Lit* : whereas the regular Form is pronounced long ; as,

Preſent, *light*. Paſt, *lighted*. Participle, *lighted*.

The regular Form is preferable, and moſt uſed in writing.

† This Neuter Verb *Lie*, is frequently confounded with the Verb *To lay*, i. e. *to put or place*, which is Active, and a Regular Verb. So it is ſaid, very improperly, *Where did you LAY laſt night, inſtead of where did you LIE ?*

‡ *Muſt* is an imperfect Verb ; it means, to be obliged : it

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
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Ought *,	Ought, see p. 65.	
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Pay,	Paid,	Paid.
------	-------	-------

Put,	c Put,	c Put.
------	--------	--------

Quit, <i>to give up.</i>	Quit, or Quitted.	Quit.
--------------------------	-------------------	-------

Read,	c Read,	Read.
-------	---------	-------

Rend, <i>to tear.</i>	Rent,	Rent.
-----------------------	-------	-------

Ride,	Rode,	Rid, or Ridden.
-------	-------	-----------------

Ring,	Rang,	Rung.
-------	-------	-------

Rise,	Rose,	Risen.
-------	-------	--------

Rive, <i>to split.</i>	[Rived,]	Riven.
------------------------	----------	--------

Run,	Ran,	Run.
------	------	------

Saw, <i>to cut with a saw.</i>	[Sawed,]	Sawn. R
------------------------------------	----------	---------

Say, <i>to speak.</i>	Said,	Said.
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is only used before a Verb. *Must* generally marks the Present Time; as,

"Needs *MUST* the pow'r

"That made us, and for us this ample world,

"Be infinitely good." MILTON.

It often is applied in a Future Sense; as,

"Remember I am built of clay, and *MUST*

"Resolve to my originary dust." SANDYS.

Must implies Necessity; as, *I must go.*

* *Ought* signifies duty; as, *I ought to behave well.* *Ought* is used only in the Indicative. See page 65, 66.

See,

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
See,	Saw,	Seen.
Seek, <i>to seek for.</i>	Sought,	Sought.
Seethe, <i>to boil.</i>	Sod, or Seethed,	Sodden.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set *,	c Set,	c Set.
Shake,	Shook,	Shaken.
Shave,	[Shaved,]	Shaven.
Shear, <i>to cut.</i>	Shore, R	Shorn.
Shed, <i>to let fall,</i>	Shed,	Shed.
Shine,	Shone, R	Shone. R
Shew,	[Shewed,]	Shewn,
or	or	or
Show,	[Showed,]	Shown.
Shoe, <i>to fit with a shoe.</i>	Shod,	Shod.
Shall,	Should.	page 42.
Shoot,	Shot,	Shot.
Shrink,	Shrank,	Shrunk.
Shred, <i>to cut into small pieces.</i>	c Shred,	c Shred.
Shut,	c Shut,	c Shut.
Sing,	Sang,	Sung.
Sink,	Sank,	Sunk.
Sit, <i>to sit down.</i>	Sat,	Sat, or Sitten.
Slay, <i>to kill.</i>	Slew,	Slain.

* To set, Verb Active, to plant; to place; to adapt with notes.

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Sleep,	Slept,	Slept.
Slide,	Slid,	Slidden.
Sling, <i>to throw.</i>	Slang,	Slung.
Slink, <i>to steal out of the way.</i>	Slank,	Slunk.
Slit, <i>to cut lengthways.</i>	c Slit, R	c Slit, or Slitted.
Smite, <i>to strike.</i>	Smote,	Smitten.
Sow*, <i>to scatter seed.</i>	[Sowed,]	Sown. R
Speak,	Spake, or Spoke,	Spoken.
Speed, <i>to make haste.</i>	Sped,	Sped, or Speeded.
Spend,	Spent,	Spent.
Spill, <i>to shed.</i>	Spilt, R	Spilt. R
Spin, <i>to draw out.</i>	Spun, or Span.	Spun.
Spit,	Spat,	Spitten.
Split,	c Split, R	Split, or Splitted.
Spread,	c Spread,	c Spread.
Spring,	Sprang,	Sprung.
Stand,	Stood,	Stood.
Steal,	Stole,	Stolen.

* To sew, to stitch with a needle and thread, is a regular Verb: Example,

Present.	Past.	Participle.
I sew.	She sewed the seam.	It is well sewed.

Stick,

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Stick,	Stuck,	Stuck.
Sting,	Stang,	Stung.
Stink,	Stank,	Stunk.
Stride, <i>to walk with long steps.</i>	Strode, or Strid,	Stridden.
Strike,	Struck,	Struck, or Stricken.
String,	Strung,	Strung.
Strive, <i>to endea- vour.</i>	Strove, R	Striven.
Strow, or Strew, <i>to spread, or scatter.</i>	[Strowed,] or Strewed,	Strown.
Swear,	Swore, or Sware,	Sworn.
Sweat,	Sweat,	Sweat.
Swell,	[Swelled,]	Swollen. R
Swim, <i>to float.</i>	Swam,	Swum.
Swing,	Swang,	Swung.
Take,	Took,	Taken.
Teach, page 60.	Taught,	Taught.
Tear, <i>to rend.</i>	Tore, or Tare,	Torn.
Tell,	Told,	Told.
Think,	Thought,	Thought.
Thrive, <i>to prosper.</i>	Throve, R	Thriven.
Throw, <i>to fling.</i>	Threw,	Thrown.

<i>Present Tense, or Radical Form.</i>	<i>Past, or Imper- fect Tense.</i>	<i>Passive Parti- ciple.</i>
Thrust, <i>to</i> <i>push.</i>	c Thrust,	c Thrust.
Tread,	Trod,	Trodden.
Wax, <i>to grow.</i>	[Waxed,]	Waxen.
Wear,	Wore,	Worn.
Weave, <i>to work</i> <i>with a loom.</i>	Wove, R	Woven. R
Weep,	Wept,	Wept.
Will,	Would.	page 42.
Win, <i>to obtain.</i>	Won,	Won.
Wind, <i>to turn</i> <i>round.</i>	Wound, R	Wound, or Winded.
Work,	Wrought, R	Wrought, or Worked.
Wring, <i>to twist.</i>	Wrung, R	Wrung, or Wringed.
Write, page 61.	Wrote *,	Written.

* " It would be well, if all writers, who endeavour to be
 " accurate, would be careful to avoid a corruption, so preva-
 " lent, of saying, *it was wrote*, for, *it was written*; *he was drove*,
 " for, *he was driven*; *I have went*, for, *I have gone*, &c. In all
 " which instances, a Verb is absurdly used to supply the pro-
 " per Participle, without any necessity from the want of such
 " word." See *Hermes, or a Philosophical Inquiry concerning Uni-*
versal Grammar, by James Harris, Esq.

APPENDIX.

A P P E N D I X.

E X E R C I S E S,

Containing Sentences in bad English; with Figures referring to the Pages where the Rule and right Construction may be found.

When the same Figures are repeated, it is to shew that, in that Page, there is a separate Rule for the line which is even with the Figures.

A R T I C L E S.

Page 4.

- H**E is a ingenious and a *honest* man. 5.
An Titus in goodness, and *a* Alexander for bravery. 5.
A person who has been discovered in a falshood *their* character is ever after suspected. 6.

S U B S T A N T I V E S, or N O U N S.

7.

- The *Knifes* and *Loafs* are ready. 9.
 The *Lady*: lost their *Lives* by eating too many *Cherry*s. 9.
 There were many *Calfs* and *Oxes* in the field. 10.
 * I have had many *Brethren* and *Sister*'s. 10, 13.
 How many *Beaus* are seen abroad! 10.
Cherubs and *Seraphs* adore the Almighty. 10.
Erratums are the faults of the Printer, inserted usually at the end of a *Book*. 10.

By *Phænomenons*, we mean Appearances in the works of Nature, or any thing that strikes by any new appearance.

	Page 10.
An English mile contains 1760 yards, or 5,280 <i>foot</i>	10.
<i>Gooses</i> are large water fowl.	
Twelve <i>pennys</i> make one shilling.	
It is difficult to keep a gamester from the <i>dies</i> .	11.
The stamps used by coiners, are called <i>dice</i> .	
Men are admired for their <i>generosities</i> .	11.
The <i>barleys</i> , <i>wheats</i> , and <i>ryes</i> , look very fine this season.	11.
<i>Ellins</i> book is very neat.	12.
The <i>kings picture</i> is very like him.	12.
<i>To-days</i> lesson is more difficult than <i>yesterdays</i> ; but <i>to-morrows</i> will be more so than either.	12 and 76
She flies on <i>eagles's</i> wings.	13.
The <i>soldiers's</i> courage was great.	
It is <i>Eliza's Ann's</i> , and <i>Mary's</i> book.	13.
The <i>law's</i> of Draco were very severe.	13.
The <i>virtue's</i> of our companions are catching as well as their <i>vice's</i> .	
She <i>carry's</i> that along with her.	
"Tir'd-nature's sweet restorer, balmy <i>sleep</i> , <i>she</i> likes the	
"world, <i>her</i> ready tribute pays where fortune smiles.	13.
"Time is like a fashionable host, that slightly shakes <i>her</i>	
"parting guest by the hand."	
<i>Mr. M.</i> was <i>Administatrix</i> .	15.
She appointed her <i>sister</i> her <i>executor</i> .	
The <i>Maid of Orleans</i> was a great <i>hero</i> .	
What are Concord or Agreement?	15.
What do you understand by Regimen, or Government?	16.
My people <i>does</i> not consider.	16.
The assembly <i>were</i> very numerous.	
<i>Demosthenes</i> and <i>Cicero</i> <i>was</i> great orators.	16.
Poetry, Painting, and Musick <i>affords</i> an innocent and noble entertainment.	16 and 115
	PRONOUNS.

P R O N O U N S.

What is Pronouns ?	Page 16.
Cæsar, of whom I am speaking, was a great warrior ; and the Roman people loved <i>Cæsar</i> , and admired <i>Cæsar</i> .	
This book is intended <i>for they</i> .	17.
We commend <i>they</i> .	17.
She is coming to <i>we</i> .	17.
I am going to <i>she</i> .	
It was <i>me</i> who wrote the letter, though you took it to be I.	18.
I have written <i>mine</i> Exercise.	19.
What is Relative pronouns ?	20.
I ought to love the friend <i>which</i> has done me a kindness.	21.
I love a girl <i>which</i> is diligent, as is the person <i>which</i> I sent.	21.
One <i>are</i> apt to think so.	22.
Let <i>each</i> esteem others better than <i>themselves</i> .	22.
<i>Each</i> must have <i>their</i> turn.	23.
<i>Every</i> one governs <i>themselves</i> according to <i>their</i> will.	
<i>Either</i> of them <i>are</i> enough.	23.
We <i>ourselves</i> will go.	24.
<i>Thou</i> , and <i>your</i> son, and <i>your</i> daughter.	25.
<i>Your</i> sister came to see <i>thee</i> , while <i>you</i> were absent.	25.
<i>Your</i> memory is good, but <i>thou</i> dost not exercise it.	25.
The man <i>whom</i> steals my purse.	20, 25.
The <i>fruits</i> which is produced.	25.
<i>She</i> <i>who</i> is diligent <i>deserve</i> to be rewarded.	
How <i>have</i> the Relative relation to its Antecedent ?	25, 26.
Is the Relative THAT used <i>indifferent</i> ?	26 and 76.
Hannibal was one of the greatest generals <i>which</i> the world ever saw.	
The master <i>that</i> taught us.	26.
The child <i>who</i> I saw.	26.
Who desired you to write ? <i>Her</i> .	17, 26.
Who are diligent ? <i>Us</i> . Who are idle ? <i>Them</i> .	

She commends <i>we</i> , and you are wiser than <i>me</i> .	Page 26.
You respect her more than <i>I</i> .	
That is the King <i>who</i> Alexander conquer'd.	26 and 124.

ADJECTIVES. 28.

A <i>more</i> wiser man.	29.
The <i>more</i> stronger thing.	
The <i>most</i> happiest man.	30.
Yours is <i>little</i> , but mine is <i>littler</i> , though not the <i>littlest</i> .	30.
The <i>lesser</i> it is, the <i>worser</i> it will be.	
I prefer the former to the <i>later</i> .	30.
She came beyond her time, it was <i>latter</i> than she thought.	
The <i>beautifullest</i> flower.	31.
What is the place for the Adjective?	32.

VERBS. 32.

I <i>loves</i> to write.	39.
Parents <i>governs</i> , and children <i>obeys</i> .	39.
The bad <i>prides</i> themselves in their folly, but good minds alone is vain of their virtues.	
Small mistakes <i>becomes</i> great by frequent repetition.	
Whatever you <i>undertakes</i> , be emulous to excel.	
I <i>wasst</i> in town when you <i>was</i> .	39.
Thou <i>shalt</i> go.	
Is your friends in town?	
Observe when the Consonant <i>are</i> doubled.	40.
Thou <i>forgetest</i> all that is taught thee.	40.
He that <i>forgeteth</i> his duty, does wrong.	40.
He <i>roberth</i> them of their due.	41.
She <i>cryeth</i> , but no one <i>pityeth</i> .	41.
Indeed I <i>does</i> speak truth.	43.
Do she endeavour to be good?	44.
Does we walk?	44.

Exercises.

103

You attend not to your studies as she *do*. Page 44.

Do she go to the play to-night? 44.

She *has* an inclination to go. 52.

He *shall* burn his fingers. 45.

Will I go out? 45.

Will we walk?

Were I to omit my lesson, I *would* be guilty of a fault. 47.

Were you to be idle, you *should* be blameable.

I *must* go, and you *ought* also. 93, 94.

I *have wrote*, and we had *wrote* before. 48, 71, 98.

I should be uneasy *was* I, or *if I was*, praised undeservedly.
37 and 86.

If I *was* to write, though he *writes*. 37.

If she *learns* her lesson she will do right. 58.

I was never *taught* to do so. 60.

She *taught* me to do it.

Children *love* play. 66.

The *streets* ~~is~~ dirty, tho' the ladies *has* been walking.

Socrates and Plato *was* wife. 67.

They *was* the most eminent philosophers of Greece.

Who ye ignorantly worship, *he* declare I unto you. 67.

PARTICIPLES. 68.

She is a *loving* child. 68, 69, 70.

The middle station of life seems to be the most advantage-
ously situated for *gaining* of wisdom. 69 and 116.

I overtly turns our thoughts upon *supplying* of our wants. 69.

These are the rules of Grammar, by *the observing* which, you
may avoid mistakes. 116.

You are continually *committing* the same faults. 70.

I am very desirous *to see* you. 70.

The book *was wrote* for you. 71.

It *was wrote* for your improvement. 98.

I *have went* to see her. 98.

She is *instructing* *us*. 71.

He was admonishing <i>they</i> .	Page 71.
I was <i>arose</i> when yon called.	88.
I have <i>began</i> to write.	
I <i>beseeked</i> her to hear me.	
The wind <i>blowed</i> it about.	89.
It was <i>broke</i> by the wind.	
We have <i>chose</i> some good books.	
She <i>come</i> yesterday to see me.	
I <i>dared</i> not to go in the air.	64 and 90.
He <i>durst</i> him to fight.	90.
The ground was <i>dug</i> up.	90.
She who really <i>does</i> as well as she can, <i>doib</i> well.	44 and 90.
The coach was <i>drawed</i> by four horses.	90.
It was <i>drove</i> away.	
I <i>drunk</i> wine some time ago, but I have not lately.	
I have <i>ate</i> enough.	
She has <i>fell</i> down stairs.	
When the child saw the dog, she <i>flew</i> away.	91.
The bird <i>fled</i> from the cat.	91.
She was <i>forseek</i> by all her acquaintance.	
The water is almost <i>froze</i> .	91.
The ship was <i>fraught</i> .	
I have <i>got</i> a good pen. She has <i>got</i> one.	91.
Have you <i>got</i> any thing for me?	
I have <i>gave</i> away many of them.	91.
I would have <i>went</i> to see her.	91 and 98.
I have <i>went</i> there often.	
Are the knives <i>grinded</i> ?	91.
My tree is <i>growed</i> very much.	
A man was <i>hung</i> yesterday for a robbery.	92.
The coat is <i>hanged</i> up.	92.
The room is <i>hanged</i> with green paper.	
The man <i>hove</i> his load on his shoulders.	92.
I <i>knowed</i> that.	
I will stroke the bird, <i>let</i> it not hurt me.	92.
	Are

Exercises.

105

Are the candles <i>lit</i> ? No, but the fire is <i>lit</i> .	Page 93.
Where did you <i>lay</i> last night ?	93.
<i>Lie</i> the paper on the table.	93.
The grass is <i>mowed</i> .	
You <i>must</i> be more diligent.	93 and 94.
You <i>ought</i> to behave well.	94.
I <i>rung</i> the bell.	94.
The bells were <i>rang</i> all day.	
Were you <i>rose</i> when I called ?	
I have <i>rose</i> early all the week.	
Who was it that <i>ran</i> ?	
Fanny and Mary <i>run</i> .	
At least they <i>sayed</i> so.	94.
Who <i>fit</i> these words to music ?	95.
The house was <i>shook</i> by the wind.	95.
The sheep were <i>shore</i> .	
I have <i>shewed</i> her often how to do it.	
I never was <i>showed</i> it myself.	
The muslin <i>shrank</i> by washing, it was <i>shrank</i> very much.	
Could she have <i>sang</i> the song ?	
Mara <i>sung</i> it very well.	
They <i>sunk</i> one ship, and one was <i>sank</i> before.	
Pray <i>set</i> in that chair.	95.
I <i>set</i> in it before.	95.
How many men were <i>slew</i> in battle ?	
One man <i>slunk</i> away.	96.
Some were <i>smote</i> with the sword.	
The flower seeds were <i>sowed</i> in that garden-pot.	96.
When you have <i>sown</i> the seed, if it is well <i>sowed</i> , you shall	
go and <i>sew</i> the flower-seeds.	96.
I have <i>spoke</i> to you very often.	96.
It <i>sprung</i> up, but did not take deep root.	
All the fruit is <i>stole</i> out of the garden.	
The bee <i>stung</i> me very much :	97.
My sister also was <i>stang</i> by it.	

They have *ſtrove* to do well.

Page 97.

The bird-feeds were *ſrowed* all over the room.

97.

They could not believe his word, therefore he was *ſwore*,
(i. e. made to take his oath.)

How prettily the fiſh *ſwum*.

This book has been *took* out of its place, and is *tore*.

That man has *throwe* very much, by having *trod* in the right path.

He is *wore* out by age, and labour.

98.

My exerciſes are not well *wrote*, becauſe I do not hold my pen well.

71 and 98

A D V E R B S.

71.

Bad *ſpeling* is a proof of *careleſneſs*.

72.

It is *ſtiſly*, i. e. rigidly, obſerved.

How *diſtreſſful* is ſuch a ſituation !

Write more *full-ly* on the ſubject.

Extreme unwilling.

76.

Act *ſuitable* to your ſtation.

She behaves very *polite*.

Yourſi *excellent*, and you only *indifferent* well.

Grammar teaches us to ſpeak *proper*.

76.

Rhetoric inſtructs us to ſpeak *elegant*.

I cannot eat *none*.

76.

I cannot ſee *nobody*.

77.

She cannot read *no* more.

She is wiſer than *him*.

77.

Maria is not ſo tall as *me*.

He is greater than *me*.

77.

She loves her better than *I*.

I have *enow* of this.

77.

She ſpeaks to *I*, not to *ſhe*.

78.

P R E P O S I T I O N S.

78.

Of what uſe are Prepoſitions ?

80.

That is a book which I am much pleaſed *with*.

81.

Who.

Exercifes.

107

Who ſhall I give it <i>to</i> ?	Page 81.
Who do you ſpeak <i>of</i> ?	
<i>Unto</i> whom would you give it ?	81.
They have not ſent the book I wanted ; I am quite diſappointed <i>in</i> it.	82.
I have read it, and am diſappointed <i>of</i> it.	
He values himſelf <i>by</i> it.	82.
You have beſtowed your favours <i>to</i> very worthy perſons.	
It fell <i>into</i> their notice <i>or</i> cognizance.	
She is engaged <i>into</i> a quarrel.	
She was reſtored <i>into</i> favour.	
She accuſed her companion <i>for</i> having betrayed her.	
Nothing ſhall make me ſwerve <i>out of</i> the path of goodneſs.	
I will not diſſent <i>with</i> her.	
Is it a diminution <i>to</i> , or a derogation <i>to</i> , their judgment ?	
I am averſe <i>to</i> this, I have an averſion <i>to</i> it, and ſhe like- wiſe has an averſion <i>for</i> it.	

CONJUNCTIONS.

	83.
<i>Neither</i> the one, <i>or</i> the other.	85.
<i>Neither</i> riches, <i>or</i> honour.	
<i>So</i> white <i>as</i> ſnow.	85.
I am <i>ſo</i> buſy, <i>as</i> I cannot answer you.	85.
<i>Neither</i> in this room, <i>neither</i> in the other.	85.
It is <i>ſo</i> clear, or obvious, <i>as</i> I need not explain it.	85.
This is not near <i>as</i> large <i>as</i> that.	85.
<i>She</i> and <i>me</i> will read together.	86.
She taught <i>he</i> and <i>me</i> to read.	
Titus, than <i>who</i> no prince was more beloved, ſucceeded his father.	86
<i>If</i> there is any thing that makes human nature appear ridi- culous, it is pride.	86
<i>Though</i> he falls, he ſhall not utterly be caſt down.	

VARIOUS ERRORS TO BE CORRECTED.

Cultivated ground have few weeds. A mind occupied by lawful business, hath little room for uselefs regret.

Arithmetic is a science who will delight more, as by advancing one discerns more of its use.

Let the virtue's and grace's of those of your own age, serve as incentive's to your emulations.

The law's of Draco is sayd to have been wrote with blood.

In autumn, every valley, fields, and forests, present us with the image of death.

Every body do not pass their lives in travelling, reading, and acquiring knowledge.

Simple and innocent pleasures alone is durable.

The countenanceing those which are capable of ill actions, is but one remove from the committing them.

There is an meanness, as well as injustice, in accepting praise, one do not merit. A noble mind is happy, because it hath done good, and not because it is applauded.

The fruits of true philosophy is modesty and humility; for, as we advance in knowledge, our deficiencies become more conspicuous; and by learning to fit a just estimate on what we possess, we find little gratifications for the passion of pride.

EXAMPLES

OF

GRAMMATICAL CONSTRUCTION.

IN order to resolve or analyze a sentence, which is commonly called Parsing, it is necessary to understand the different sorts of words, or parts of speech, which are,

- | | |
|--------------------------|-------------------|
| 1. The Article, | 6. Participle, |
| 2. Substantive, or Noun, | 7. Adverb, |
| 3. Pronoun, | 8. Preposition, |
| 4. Adjective, | 9. Conjunction, |
| 5. Verb, | 10. Interjection. |

See pages 2, 3, 4.

For which Article see page	-	-	-	5.
What kind of Noun	-	-	-	7 and 8.
In which Case	-	-	-	11 and 12.
What sort of Pronoun	-	-	-	17 to 24.
How the Adjective or Adnoun is used and compared	-	-	-	28, 29, 30.

In every Verb, consider,

- | | |
|--|-----------------|
| 1st. The Kind of Verb, whether Active, Neuter, or Passive, for which see page 33 and 34, or refer to a Dictionary. | |
| 2d. Of what Mode, whether Infinitive, Indicative, Imperative, Potential, or Subjunctive, for which see pages | - - 34, 35, 36. |
| 3d. Of which Tense | - - 37, 38. |
| 4th. The Number and Person and the agreement of the Verb, with its Agent or Nominative | |
| Case, pages | - - 12, 39, 66. |
| Which Participle | - - 69. |
| What Kind of Adverb | - - 72 to 76. |
| Prepositions | - - 78. |
| What sort of Conjunction | - - 84. |
| | All |

All the Parts of Speech in the following Sentences are explained by Way of Examples.

THE worthy Emperor Titus, recollecting once at supper, that during that day he had not done any body a kindness, Alas! my friends, said he, I have lost a day.

THE	The Definite, or Demonstrative Article, See page 5.
WORTHY	Adjective, Positive state, 29.
EMPEROR	Substantive; a title of Dignity.
TITUS,	Proper Name, 7.
RECOLLECTING	Active or Pref. Participle of the regular Active Verb <i>to recollect</i> , formed by the ad- dition of <i>ing</i> to the pref. Tense <i>recollect</i> , 69.
ONCE	Adverb of time, 72.
AT	Preposition, 78.
SUPPER,	Substantive, common and singular, 2.
THAT	Conjunction, 83 and 24.
DURING	Preposition, or rather a Participle from the Verb Neuter <i>to dure</i> , as it means con- tinuing, 78.
THAT	Demonstrative Pronoun, 21.
DAY	Substantive, common and singular, 2.
HE	Personal Pronoun, Nom. or leading state, third Perf. Sing. <i>He</i> used instead of the repetition of <i>Titus</i> , 16 and 19.
HAD	Verb, Indic. Mode, Perfect or Preterit Tense, Third Person singular, agreeing with its object or nominative case <i>He</i> , (<i>Titus</i> .) 53.
NOT	Adverb of negation, 74.

Grammatical Construction. III

DONE	Pass. Part. of the Perf. Verb <i>to do</i> , 90.
ANY BODY	Sub. Sing. Nom. Case, formed from <i>any</i> and <i>body</i> ; i. e. any person: so <i>somebody</i> and <i>nobody</i> .
A	Indefinite Article.
KINDNESS,	Sub. Sing. formed by the adj. <i>kind</i> and <i>ness</i> .
ALAS!	Interjection, expressing concern, 87.
MY	Possessive Pronoun, 19.
FRIENDS,	Substantive, common, Plural Number, formed by adding <i>s</i> to the singular, 8.
SAID	Indic. Mode, Imperfect Tense of the Irr. Verb <i>to say</i> , Third Person Singular, agreeing with its Nom. <i>He</i> , (Titus.) 94 and 39, or 66.
HE	
I	Personal Pronoun, First Person Singular, Nominative, or leading state, 19.
HAVE	Verb, Indic. Mode, Pres. Tense of the Perfect irr. aux. Verb <i>to have</i> , First Perf. Sing. agreeing with its Nominative case <i>I</i> , (Titus.) 52 and 66.
LOST	Passive Participle of the irr. Verb <i>to lose</i> , 93. This addition of the Participle <i>lost</i> , makes the Perfect, or Preterit Tense, <i>have lost</i> , 38.
A	Ind. Article, used before a Conf. 5.
DAY.	Substantive, common and Singular, 7.

BETTER is a dry Morfel and Quietness therewith, than a House full of Sacrifices with Strife. This is Solomon's Opinion.

BETTER	An Adv. of Comparison; <i>Better</i> is also the Comparative Degree of the Adjective <i>Good</i> . When it is an Adj. you may join <i>Thing</i> to it without altering the sense. See page 3.
IS	A Verb. Ind. Mood, Pres. Tense, of the Irr. Auxiliary perfect Neuter Verb, <i>To be</i> . Present Tense, <i>am</i> ; Past, <i>was</i> ; Participle Passive, <i>been</i> ; third person singular Number, agreeing with the Nominative Case, <i>Morfel</i> . See the Verb <i>TO BE</i> , page 40.
A	The Indefinite Article, used in a large or unlimited sense, not denoting in this place any particular morfel; <i>a</i> is always placed before words which begin with Consonants, and only before words of the singular Number. See page 5.
DRY	An Adjective.—It is an Adj. because it denotes the quality, or property of the Noun Sub. <i>Morfel</i> . It is compared by changing the <i>y</i> into <i>i</i> , and adding <i>er</i> to form the Comparative, and <i>est</i> the Superlative; as, <i>drier</i> , <i>driest</i> . See pages 28, 29, and 30.
MORSEL	A Substantive, sing. and com.—See page 8.
AND	A Conjunction Copulative.—See page 84.
QUIETNESS	A Substantive, derived from the Adjective, <i>Quiet</i> , by adding the termination <i>ness</i> .
THEREWITH,	An Adverb.
THAN	An Adverb, used only in Comparison. See page 73.
A	The Indefinite Article.
HOUSE	A Substantive common.
FULL	An Adjective.
OF	A Preposition,—See page 78.

Grammatical Construction. 113

SACRIFICES A Substantive common, plural Number, formed by the addition of *s*. See page 8.

WITH A Preposition. See page 78.

STRIFE. An Abstract Noun. See page 8 and 114.

THIS A Pronoun Demonstrative. *This* is called a Demonstrative Pronoun, because it points out.

IS A Verb, as before. 112.

SOLOMON'S A Proper Name, sing. Number, Genitive or Possessive Case; formed by adding *s* to the Nom. See page 12.

OPINION. A Sub. Com.

“ **THE** wise and prudent conquer difficulties,

“ By daring to attempt them. Sloth and Folly

“ Shiver and shrink at sight of toil and danger,

“ And make th' impossibility they fear.”

THE Def. or Demonstr. Art. 5.

WISE Adj. the word men being understood, 32.

Note, This manner of using Adjectives substantively, adds variety and beauty to the language.

AND Conj. copulative, 84.

PRUDENT Adj. used substantively for *men*, 32.

CONQUER Verb, indic. Mode, pres. Tense of the regular active Verb *to conquer*, 3d. per. plu. agreeing with the Nom. case—the wife and prudent (they) *conquer*, 33, 39.

DIFFICULTIES, Sub. plu. formed by changing *y* into *ies*, 9.

BY Preposition.

DARING The gerund, or present act. participle, formed by adding *ing* to the present Tense of the irregular Verb *to dare*, (to venture) and dropping the final *e*, 90 and 69.

TO ATTEMPT	The Infin. Mode of the regular active Verb, <i>to attempt</i> , 34.
THEM.	Objective, or following state of the personal Pro. <i>they</i> ; 3d person Plural <i>them</i> ; standing for <i>difficulties</i> , 19.
SLOTH	Abstract Noun, or Name, 8 and 11.
AND	Conjunction, copulative, 84.
FOLLY	Abstract Noun. Nouns, which are the objects of the understanding, are called Abstract Nouns, because they are abstracted, or separated from material or corporeal substances, (which are the objects of the outward senses), whereas the former are only perceptible by the more refined operations of the mind. Virtues, Vices, Passions; as, <i>justice, mercy, wisdom, prudence, envy, emulation</i> , are Abstract Nouns. See page 8. The difference between a Common, a Proper, and an Abstract Noun, may be here repeated.
SHIVER	Verb, Indic. Mode, Pres. Tense, of the regular Neuter Verb <i>to shiver</i> ; Third Person Plural, agreeing with its Nominative case, <i>Sloth and Folly</i> , (they) shiver. 39.
AND	Conjunction, as before, 84.
SHRINK	Verb, as shiver. <i>Sloth and folly</i> , (they) shrink, and (they) shiver.
AT	Preposition.
SIGHT	Substantive— <i>the</i> is left out by Ellipsis, which see, 118, 119.
OF	Preposition.
TOIL	Substantive.
AND	Conj. copulative.
DANGER,	Substantive.
AND	Conjunction.
MAKE	Verb, Indic. Mode, present Tense of the Irr. Active Verb, <i>to make</i> —Pres. <i>make</i> ; Past, <i>made</i> ; Participle Passive, <i>made</i> ; 3d Perf. Plu. agreeing with <i>Sloth and Folly</i> , (they) <i>make</i> , 93.

Grammatical Construction. 115

THE Def. or Demon. Article, 5.

IMPOSSIBILITY Substantive.

THEY Personal Pronoun; Nominative, or leading state; 3d Person Plu. *They* stands for Sloth and Folly, who ~~make~~ *the impossibility* (which impossibility), *they* (Sloth and Folly) *fear*.

FEAR. Verb, Ind. Mode, Pres. Tense of the Act. regular Verb *to fear*; 3d Person Plural, agreeing with its Nom. case *they*; i. e. Sloth and Folly.

POETRY, Painting, and Music, afford not only an innocent, but a most sensible and sublime entertainment.

POETRY, Sub. com. Nom. case, has no plural.

PAINTING, Sub.

AND Conj. copulative, expressing continuation, 84.

MUSICK. Sub. com. It is not unusual to write *Music*, *Critic*, *Public*, &c. without the *k*; that is *Music*, not *Musick*; but words of one syllable universally retain the *ck*, as *stick*, *sick*, *pick*, *rick*, *brick*, &c.

AFFORD Act. Verb, governing the Noun *Entertainment*, which is the object of the Action. Ind. Mode, Pres. Tense, 3d. Per. Plu. agreeing with Poetry, Painting, and Music, (they) afford, 33.

NOT Adv. of Negation, or Denial, 74.

ONLY Adverb, of Exclusion, 73.

AN Indef. Art. used before words beginning with a vowel, 5.

INNOCENT, Adj. expressing the quality of *Entertainment*, 2.

BUT Conjunction, 84.

A Art. Indef. used before a Consonant, 5.

MOST Before an Adj. is an Adv. and the sign of the Superlative degree, 74 and 75.

SENSIBLE,

SENSIBLE,

Adj.—Superlative degree, compared by the Adverb *most*.

AND

Conj. cop. expressing continuation, 84.

SUBLIME

Adj.—Super. degree, compared by *most*, which is understood, though not expressed, *most sensible*, and *most sublime*, express the quality of the word *Entertainment*, 75.

ENTERTAINMENT.—Sub. Sing. Nom. case, 2.

The Figures refer to the Page in which Explanations may be found.

2 8 49 2 3 2
UNWEARIED attention is necessary to improvement.

28 2 49 74 73 34 124 75 73 72
Ill habits are more easily conquered to-day than to-morrow.

2 80 8 3 5 2 27
Pure, *unfulfilled* * virtue, transcends the comprehension of
5 32
the wicked.

8 78 5 2 2 36 18 50 20 18 50
Inattention to the present business, let it be what it will;
69 28 2 84 69 78 20 2 3 22
the doing † of one thing, and *thinking* at the same time of another;

* Words ending with *y*, preceded by a Consonant, if they assume an additional syllable, change *y* into *i*; as, *Sully*, *fulfilled*; but when the syllable added begins with *i*, the *y* is retained; as, *defy*, *defying*; *rely*, *relying*.

† Both the Article and Preposition must be expressed, or both left cut; as, “*The doing of* one thing, and *the thinking of* another:” or, “*Poverty turns our thoughts too much upon the supplying of* our wants, and riches upon *enjoying* our superfluities.” See page 69.

84 69 56 28 2 72 49 5
 or attempting to do two things at once; are the *never-failing* †
 8 27 5 2 2 2
 signs of a little frivolous mind.

36 22 21 50 24 78 19 2
 Let those who value themselves upon their extraction, re-
 35 24 5 2 49 78 5 29 2 78 23
 member, that the worms are of an older family; for every
 3 and 68 2 49 34 78 7
 creeping thing was made before man.

85 2 49 5 2 27 2 2 85 2 49
 So fatal is the influence of bad example, so stubborn are
 5 2 and 8 70 78 19 29 8 85 18 49
 the prejudices contracted in our earlier years, that it is
 73 72 2 5 2 27 9 80 19 2
 too often half the business of life to unlearn their foolish
 8 84 35 95 80 5 2 20 19 53
 lessons, and to shake off the burthen which they have
 48 78 19
 imposed on us.

OF ELLIPSIS, RESOLUTION, AND TRANSPOSITION.

CONSTRUCTION, in Grammar, is the putting of words together in such a manner as to convey a complete sense.

All Construction is either true or apparent.

True Construction is almost the same in all languages.

Apparent Construction depends upon custom, which, for elegance or brevity, leaves out a great many words, otherwise necessary to make a sentence perfectly full and grammatical.

† *Never-failing* is a compound word, (an Adjective) made of the Adverb *never*, and the Active Participle of the Verb *to fail*.

OF ELLIPSIS.

The omission of any words necessary to the grammatical construction of a sentence, is called ELLIPSIS; as, I beg y u will come; for, I beg *that* you will come: I rose at seven; for, I rose at seven *of the clock*.

The principal design of Ellipsis, is to avoid repetitions, and to express our ideas in few words.

Almost all compound sentences are more or less elliptical; it is therefore very necessary to attend to this figure, or mode of expression.

EXAMPLES,

Wherein the method of supplying the elliptical words, and of resolving, or analyzing sentences, is pointed out.

The Ellipsis of the Article.

A man, woman, and child; i. e. a man, (a) woman, and (a) child.

The day and hour; i. e. the day and (the) hour.

Ellipsis of the Substantive.

She is a good-natured, diligent, well-behaved child; instead of, She is a good-natured (child, and a) diligent (child, and a) well-behaved child.

Ellipsis of the Adjective.

Much rain and snow; i. e. much rain, and (much) snow.

The Ellipsis of the Pronouns Personal and Relative.

I love and fear him; i. e. I love (him) and (I) fear him.

I have read the book you lent me; i. e. I have read the book (which) you lent me.

Ellipsis of the Verb.

I desire to hear and learn; i. e. I desire to hear, and (I desire) to learn.

Ellipsis of the Adverb.

They sing and play most delightfully; i. e. They sing (most delightfully,) and (they) play most delightfully.

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Poet
but a r

She reads and writes well; i. e. She reads (*well*,) and (*she*) writes well.

Ellipsis of the Preposition.

I gave them to your Brother and Sister; i. e. I gave them to your Brother, and (*to your*) Sister.

Ellipsis of the Conjunction.

I desire you will be good; i. e. I desire (*that*) you will be good.

Ellipsis of Part of a Sentence.

Nature has given to animals, one time to act, another to rest; i. e. Nature has given to animals, one time to act, (*and Nature has given to animals*) another (*time*) to rest.

“There is nothing men are more deficient in, than knowing their own characters.”

There is nothing (*in which*) men are more deficient, than (*in*) knowing their own characters.

“A wife and self-understanding man, instead of aiming at talents he hath not, will set about cultivating those he hath.”

A wife (*man*) and (*a*) self-understanding man, instead of aiming at talents (*which talents*) he hath not, (*he*, referring to *man*) will set about cultivating those (*talents which*) he hath.

“The wise and prudent conquer difficulties,

“By daring to attempt them. Sloth and Folly

“Shiver and shrink at sight of toil and danger,

“And make th’ impossibility they fear.”

The wise (i. e. *men*) and the prudent (i. e. *men*, *they* referring to wife and prudent men) conquer difficulties, by daring to attempt them, (i. e. *difficulties*.) Sloth and Folly (*they*) shiver and (*they*) shrink at (*the*) sight of toil and (*at the sight of*) danger, and (*they*) make the impossibility (*which impossibility*) they (*Sloth and Folly*) fear.

The following is a compound sentence, which may be resolved into three simple sentences, connected by the Conjunctions *but*, and.

Poetry, Painting, and Music, afford not only an innocent, but a most sensible and sublime entertainment.

Resolved

Resolved thus ;

Poetry, Painting, and Music (they) afford not only an innocent entertainment.

BUT Poetry, Painting, and Music (they) afford a most sensible entertainment.

AND Poetry, Painting, and Music (they) afford a most sublime entertainment.

OF TRANSPOSITION, OR INVERSION.

THERE are two Kinds of Style, the natural, and the inverted or transposed.

A Natural Style,

Is that in which the order of the Words corresponds with the natural order of the Ideas that compose the Thoughts, or to speak more clearly, that, where the words succeed each other in their natural order.

EXAMPLE.

A person may equally affront the company by engrossing all the talk, or observing a contemptuous silence.

In the above example, the words succeed each other in their natural order.

An inverted or transposed style,

Is that in which the words are thrown out of their natural order, for the sake of some superior beauty ; but it is seldom of advantage to invert the style, except in poetry, and therefore the best prose writers have the fewest instances of transposition.

EXAMPLES of both Styles.

“ Achilles’ wrath, to Greece the direful spring

“ Of woes unnumber’d, heav’nly goddesses sing.”

The natural order is this,

Heavenly goddesses ! sing the wrath of Achilles, the direful spring of unnumbered woes to Greece.

Transposed Style.

“ No bounds the Almighty’s glory can restrain,

“ Nor Time’s dimensions terminate his reign ;

“ At his reproof convulsive nature shakes,

“ And shivering earth from its foundation quakes.”

Natural Order, thus.

No bounds can restrain the glory of the Almighty, nor can the dimensions of time terminate his reign; convulsive nature shakes at his reproof, and shivering earth quakes from its foundation.

Transposed Style.

Men in adversity most plain appear,
It shews us really what, and who they are:
Then from the lips truth undissembled flows,
The mask falls off, and the just features shows.

Natural Order.

Men appear most plain in adversity, it (adversity) shews us really what (they are) and who they are: then undissembled truth flows from the lips, the mask falls off, and shews the just features.

METHOD of dividing the Parts of a Sentence by POINTS.

PPOINTING, or Punctuation, is the Art of marking in writing the several pauses, or rests, between sentences, and the parts of a sentence.

There are four Points,

The PERIOD - [.] The SEMICOLON - [;]

The COLON - [:] The COMMA - [,]

The proportional quantity, or time, of the points with respect to one another, may, in some degree, be determined by the following rule:

The *Period* a pause in duration double of the *Colon*; the *Colon*
G double

double of the *Semicolon*; and the *Semicolon* double of the *Comma*; they will then be in the same proportion to one another as the *Semibrief*, the *Minim*, the *Crotchet*, and the *Quaver*, in Music.

In order to understand the meaning of the Points, and to know how to apply them properly, we must consider the nature of a sentence, as divided into its principal constructive parts; and the degrees of connection between those parts, upon which such division of it depends.

In order to determine the proper application of the Points, we must distinguish between an Imperfect Phrase, a Simple Sentence, and a Compound Sentence.

An Imperfect Phrase contains no assertion, or does not amount to a sentence. Ex. "*The passion for praise,*"

A Simple Sentence has but one Subject and finite Verb, and admits of no point, by which it may be divided. Ex. "*The passion for praise produces excellent effects in women of sense.*"

A compound Sentence has more than one Subject, and one Verb; or it consists of two or more Simple Sentences connected together. Ex. "*The passion for praise, which is so very vehement in the fair sex, produces excellent effects in women of sense.*"

The *COMMA* is used to distinguish the smaller parts of a Sentence which are connected in one Compound Sentence; as, "*To err, is human, to forgive, divine.*"

When several Adjectives belong to the same Substantive, they are distinguished by a Comma; as, "*a well-behaved, diligent, and elegant girl.*"

And when several Substantives come together without a Conjunction, they are separated by a Comma; as, "*Faith, Hope, Charity.*"

A circumstance of importance, though no more than an imperfect

imperfect phrase, may be set off with a Comma on each side to give it greater force and distinction; as, "*The principle may be defective or faulty; but the consequences it produces are so good, that, for the benefit of mankind, it ought not to be extinguished.*"

The SEMICOLON is used when a member of a sentence, whether simple or compounded, requires a greater pause than a Comma, yet does not of itself make a complete sentence, but is followed by something closely depending on it. Ex. "*Notwithstanding all the advantages of youth, few young people please in conversation; the reason is, that want of experience makes them positive, and what they say is rather with a design to please themselves than any one else.*"

The COLON marks a complete sentence, but is followed by an addition, making a more full and perfect sense. Ex. "*No-thing can be honourable, which is not virtuous: among the Romans, the entrance to the temple of honour always lay through the temple of virtue.*"

The PERIOD shews that the sentence is completely finished, and has no immediate connection with that which succeeds it. The following examples, contain a specimen of all the points or stops.

*Be silent always, when you doubt your sense;
And speak, though sure, with seeming diffidence:
Some positive, persisting fops we know,
Who, if once wrong, will needs be always so.*

A liar hath need of a good memory, lest he contradict at one time what he said at another; but truth is always consistent with itself, and needs nothing to help it out; it is always near at hand, and sits upon our lips; whereas a lie is troublesome, and needs a great many more to make it good.

Besides the Points which mark the Pauses in discourse, there are others which denote a different modulation of the voice in correspondence with the sense.—These are

The point of INTERROGATION, used when a question is asked, and marked thus [?].

The point of ADMIRATION, used after any sudden exclamation of joy, grief, surprise, or detestation, and marked thus [!].

The PARENTHESIS, thus (), incloses a sentence so included in another sentence, that it may be taken out without injuring the sense of that which incloses it.

Ex. *Consider (and may the consideration sink deep into your hearts!) the fatal consequences of a wicked life.*

In some cases it is not necessary to use the parenthetical characters, thus (), but only to inclose the clause by two commas, thus, *This globe, which we inhabit, is but a planet.*

It is observed by an excellent writer, (see the ESSAY ON PUNCTUATION) that elegant writers will endeavour to avoid the frequent use of Parenthesis.

There are some other marks which have their use in writing ; as,

A CARET thus [^] shews that something is interlined, because omitted in the first writing.

seems

Ex. *The Hebrew ^ to have been the original language of mankind.*

A HYPHEN [-] is used to join compound words, as *self-love, to-day, well-behaved*, &c. or such words as are written partly in one line, and partly in another, for which see page 127.

AN APOSTROPHE ['] is a sign of contraction, but it is better to omit it, and write the word at full length; thus *admired*, not *admir'd*; *loved*, not *lov'd*; *conquered*, not *conquer'd*.

A DIÆRESIS is used to divide two vowels, which would otherwise be founded together: it is two dots thus [eä], as in *Gileäd, cœval*, &c.

The Diæresis is much used in French. Ex. *baï*, hated. In *Saül*, the King of Israel, *a* and *u* make two Syllables, and so distinguish

distinguish it from *Saul, Paul*, in which *a u* make a Diphthong.

Inverted Commas thus (") are used to mark a quotation from some author. See page 135.

Of the Use of CAPITALS.

EVERY appellation of the Deity; as *God, the Almighty, the Supreme Being, the Lord, Providence, the Messiah, the Holy Spirit*, must begin with a capital.

Likewise the first word of any writing, letter, or note, &c.

The next word after a Period.

The Pronoun *I*, and the Interjection *O*!

The first word of every sentence taken from an author, or introduced as spoken by another. See page 138.

Every title of honour and respect; as, *the Emperor, King, Queen, your Grace, your Lordship, my Lord, Sir, Madam*.

Proper names of persons, places, streets, mountains, rivers, ships, festivals, months, days of the week.

The names of Arts and Sciences; *Painting, Poetry, Music*.

Words of particular importance; as, the *Reformation, the Reformation, the Revolution*.

Adjectives, derived from the proper names of places; as, from Greece, *Grecian*; Rome, *Roman*; England, *English*; Ireland, *Irish*, &c.

The first word of every line in Poetry, and almost any words (especially names or substantives), if they be emphatical, may begin with a capital, but the practice of beginning every substantive with a great letter, is not to be recommended.

MAXIMS AND REFLECTIONS,

BY WAY OF

EXERCISES.

ALL dispositions to idleness or vacancy, even before they are habits, are dangerous.

In the morning think what thou hast to do; and, at night, ask thyself what thou hast done.

You must not expect to find Study always agreeable: like the Rose, it has its beauties, but is not without its thorns.

The beginning of every Science is difficult; and nothing but assiduity and labour will enable you to taste the pleasures of it.

Generosity is an essential virtue: the soul grows narrow and confined when we are thinking only of Economy; we must know how to spend, and how to give.

It is a good rule for every one who has a competency of fortune, to lay aside a certain proportion of his income for pious and charitable uses; he will then always give easily and cheerfully.

Be always at leisure to do good; never make business an excuse to decline the offices of humanity.

Take care that Learning does not make you positive or pedantic; the more people really know, the less they affect to shew it.

Improper

Improper reading is the ruin of young minds: forbidden books ought to be considered in the light of evil company.

Well-chosen books are our best friends: we find them always ready when we want them; and when judiciously chosen they always speak the truth to us.

It is a hard thing to say, *I don't know*; it hurts one's pride: but should not *pretending* one does, hurt it much more?

To be well acquainted with one's native language is nothing to boast of; but not to be well acquainted with it, is a great disgrace.

The duty of children to their parents was held, even by the * un-enlightened heathens, in the highest esteem and veneration: † "He that is undutiful to his parents ‡ (says the Athenian law), shall be incapable of holding any office."

Instead of looking down with contempt on the crooked in mind or in body, we should thankfully look up to God, who hath made us better.

It was a good method observed by Socrates; when he found in himself any disposition to anger, he would check it by speaking *low*, in opposition to the motions of his displeasure.

Familiar conversation ought to be the school of learning and good-breeding.

It is a sure method of obliging in conversation, to shew a pleasure in giving attention.

Good-nature is the very air of a good mind, the sign of a generous soul, and the peculiar soil in which virtue prospers.

Ill-nature is a contradiction to the laws of Providence, and the interest of mankind; a *punishment* no less than a *fault* to those that have it.

* Hyphen. † Quotation. ‡ and Parenthesis. See Page 124 and 125.

Pythagoras used to say, that those who reproved us, were greater friends to us, than those who flattered us.

There is but one solid *Pleasure* in life; and that is our *Duty*. How miserable then, how unwise, how unpardonable are they, who make that one a *Pain*!

It is more from *carelessness about truth*, than from intentional lying, that there is so much falsehood in the world.

Moral Truth, is the conformity of our expressions to our thoughts; and *Faithfulness*, that of our actions to our expressions.

Lying or *Falseness* is generally a mean, selfish, or malevolent, and *always* an unjustifiable endeavour to deceive another, by signifying or asserting that to be truth or fact, which is known or believed to be otherwise; and by making promises, without any intention to perform them.

There is nothing so delightful, says Plato, as the hearing or the speaking of truth. For this reason there is no conversation so agreeable as that of the person of integrity, who hears without any design to betray, and speaks without any intention to deceive.

Nothing appears so low and mean, as lying and dissimulation; and it is observable, that only weak animals endeavour to supply by craft, the defects of strength, which nature has not given them.

There never was a hypocrite so disguised, but he had some mark or other still by which he might be known.

There are lying looks, as well as lying words; dissembling smiles, deceiving signs, and even a lying silence.

Avoid, as much as you can, the company of all vicious persons whatsoever; for no vice is alone, and all are infectious.

Never triumph over any person's imperfections; but consider,
if

if the party *taxed* for his deficiency in some things, may not likewise be *praised* for his proficiency in others.

No people have more faults than they that pretend to have none.

The ordinary manner of spending their time, is the only way of judging of people's inclination and genius.

It was a memorable practice of Vespasian, throughout the whole course of his life, that he called himself to an account every night, for the actions of the past day; and, as often as he found he had passed any one day without some good, he entered upon his Diary this memorial, "I have lost a day."

Pride and ill-nature will be hated in spite of all the wealth and greatness in the world: Civility is always safe; but Pride creates enemies.

As the elegance of dress adds grace to beauty itself, so delicacy in behaviour is the ornament of the most beautiful mind.

Is there a word that will offend? Is there a tale thy companion chuseth not to hear? Avoid it in thy discourse; so shall the honour thy prudence, and applaud thy good-nature.

The surest sign of a noble disposition, is to have no Envy in one's nature.

Emulation is a noble passion, as it strives to excel, by raising itself, and not by depressing another. It is a sure method of obliging in company.

Let that courtesy distinguish your demeanour, that springs not so much from studied politeness, as from a mild and gentle heart.

Let your conduct be the result of deliberation, never of impatience. Speaking impatiently to servants, or any thing that betrays inattention or ill-humour, is criminal.

Ancient Lacedemon affords an admirable instruction for sub-
duing

during our passions. Certain occupations were appointed for each sex, for every hour, and for every season of life.

In a life always active, the passions have no opportunity to deceive, seduce, or corrupt. Industry is an excellent guard to virtue.

Diligence, industry, and proper improvements of time, are material duties of the young: to no purpose are they endowed with the best abilities, if they want activity for exerting them.

Half the miseries of mankind arise from pride and self-love; from that vain conceit we are so apt to entertain of ourselves, and of our own abilities.

The prying Eye is a foe to itself, and the listening Ear will hear itself slandered. Art thou inquisitive after deeds of scandal and reproof, enquire of thyself, and thou wilt find employment within.

Before thou openest thy lips to speak, reflect whether thou knowest the truth of what thou art about to say, or understandest the matter thereof; else thou mayest be detected in a falsehood, and thy assertions may be an impeachment to thy understanding.

Let thy promises be few, and such as thou canst perform; lest thou art reduced to break thy word, and it be hereafter reckoned of no account.

True philosophy, says Plato, consists more in Fidelity, Constancy, Justice, Sincerity, and in the Love of our Duty, than in a great capacity.

Wealth and titles are only the gifts of Fortune; but peace and content are the peculiar endowments of a *well-disposed* mind: a mind that can bear Affliction without a murmur, and the weight of a plentiful Fortune without vain-glory; that can be familiar without meanness, and reserved without pride.

Vicious habits are so great a stain to human nature, and so odious in themselves, that every person, actuated by right reason, would avoid them, though he was sure they would be always concealed both from God and men, and had no future punishment entailed upon them.

'Tis observed, that the most censorious, are generally the least judicious; who, having nothing to recommend themselves, will be finding fault with others. No man envies the merit of another, that has any of his own.

It is usual with obstinate persons to regard neither truth in contradicting, nor benefit in disputing. Positiveness is a certain evidence of a weak judgment.

It was a saying of Pliny, that he esteemed him the best good man, that forgave others, as if he were every day faulty himself; and who abstained from faults, as if he pardoned nobody.

Henry III. of France, asking those about him, one day, What it was that the Duke of Guise did to charm and allure every one's heart? received this answer: Sir, the Duke de Guise does good to every body without exception, either directly by himself, or indirectly by his recommendations: he is civil, courteous, liberal; has always some *good* to say of every body, but never speaks *ill* of any; and hence the reason he reigns in men's hearts, as absolutely, as your Majesty does in your kingdom.

Caligula made himself ridiculous by the softness and fantasticalness of his habit; and *Augustus* was as much admired for the modesty and gravity of his.

Small transgressions become great by frequent repetition; as small expences, multiplied, insensibly waste a large revenue.

Whatever you dislike in another person, take care to correct in yourself, by the gentle reproof of a better practice.

An idle body is a kind of monster in the creation: all nature is busy about him.

How wretched is it to hear people complain, that the day hangs heavy upon them; that they do not know what to do with themselves! How monstrous are such expressions among creatures who can apply themselves to the duties of religion and meditation; to the reading of useful books; who may exercise themselves in the pursuits of knowledge and virtue, and every hour of their lives make themselves wiser and better than they were before!

Epaminondas, prince of Thebes, had such hatred to idleness, that, finding one of his captains asleep in the day-time, he slew him; for which act, being reproved by his nobles, he replied, *I left him as I found him; comparing idle men to dead men.*

Such are the vicissitudes of human life, that it is no strange or uncommon circumstance, to see penury or distress usurp the seats of joy and plenty; to see those who had flourished in the earlier part of life in affluence and prosperity, reduced at the close of it to want and misery, obliged to struggle with the world at an age when they are most unfit to encounter it; and, instead of resting in peace, after a troublesome journey, compelled to bear the heat and burthen of the day.

Let the enlargement of your knowledge be one constant view and design in life; since there is no time, or place, no transactions, occurrences, or engagements in life, which exclude us from this method of improving the mind.

Endeavour to derive some instruction or improvement from every thing which you see, or hear, or which occurs in human life.

You may learn some useful lessons from the birds, and the beasts, and even from the meanest insect. Read the Wisdom of God, and his admirable contrivance, in them all: read his

Almighty

Almighty power, his rich and various goodness, in all his works.

From the day and the night, the hours and the flying minutes, learn a wise improvement of time, and be watchful to seize every opportunity to increase in knowledge.

From the vicissitudes and revolutions of nations and families, and from the various occurrences of the world, learn the instability of mortal affairs, the uncertainty of life, the certainty of death.

From the vices and follies of others, observe what is hateful in them: consider how such a practice looks in another person, and remember that it looks as ill or worse in yourself.—
From the virtues of others, learn something worthy of your imitation.

From the deformity, the distress, or calamity of others, derive lessons of thankfulness to God, and hymns of grateful praise to your Creator, Governor, and Benefactor, who has formed you in a better mould, and guarded you from those evils. Learn also contentment in your own state, and compassion to your neighbour under his miseries.

From your natural powers, sensations, judgment, memory, hands, &c. make this inference, that they were not given you for nothing, but for some useful employment to the honour of your Maker, and for the good of your fellow creatures, as well as for your own best interest and final happiness.

From the sorrows, the pains, the sicknesses, and sufferings that attend you, learn the evil of sin, and the imperfection of your present state. From your own sins and follies learn the patience of God towards you, and the practice of humility towards God and man.

Thus from every appearance in nature, and from every occurrence of life, you may derive *natural, moral, and religious observations*

servations to entertain your minds, as well as rules of conduct in the affairs relating to this life, and that which is to come.

Those who boast of good works they never did, or promise good works they never intended to do, or make their good works more or better than they really are, come under the guilt of Ananias's lie.

Dorcas is praised, not for the alms which she *gave*, but for the alms-deeds which she did. They who will not do a charitable deed by walking with their feet, or working with their hands, for the benefit of the poor, whatever they pretend, if they were rich, would not bestow a charitable gift.

Despise no occupation as vulgar or trifling, that can contribute to any general benefit.

When Solomon describes the excellent daughter, Prov. xxxi. he makes industry to be one of her best qualities.

Tabitha is reported to be a woman full of good works, Acts ix. and after her death to have the widows standing by her body weeping, and shewing the coats and garments which she made while she was with them.

Do not say to yourself, I will write to-morrow; I will even supplicate the next week in behalf of a friend; if you can actually and usefully employ the present hour in the same service.

Attend to the age and characters of those who solicit your favours; encourage youth in industry, procure the aged repose.

Call on your pride, to suppress those emotions of envy that charity cannot conquer.

Reflect on the perpetual vicissitudes the most beautiful, the most prosperous, are subjected to; you will soon exchange the look of disdain for that of pity, and the murmurs of comparison,
for

for expressions of gratitude on your security from similar accidents.

Be certain you will hereafter be called to a strict account of the use you shall have made of those advantages Providence shall have bestowed upon you.

To young persons, the death of contemporaries is the most speaking lesson they can receive.

We are generally apt to busy ourselves in observing the errors and miscarriages of our neighbours, and are forward to mark and censure their faults and follies; but how few descend into themselves, and turn their eyes inward, and say, *What have I done?*

It is an excellent saying of the emperor Antoninus, "No man was ever unhappy for not prying into the actions and conditions of other men; but that man is necessarily unhappy, who doth not observe himself, and consider the state of his own soul."

Make no persons wait who are dependant on you; the loss of time, to all who have to live on the careful employment of it, is the loss of their bread.

Avoid whispering in company, it is a habit of great impropriety.

Loud speaking, and excessive laughter, the latter either pointed, or unmeaning, are both unbecoming; these unguarded customs, contracted among intimates, are never pardoned by the world.

It is evident that the graces of the person give favourable impressions of the mind; which reflection should be a monitor to correct all aukward habits and gestures.

Listen

Listen to tales of woe, with gratitude on your own account, compassion for the sufferers.

Profit of others misfortunes or mistakes as a correction to your pride, and a guard to your steps.

If either noble birth, a large dominion, a great estate, or perfect innocency, a genius for contemplation, or a small family, could have given a writ of ease, Adam had not been set to work in Paradise; but he that gave us being, gave us business;—even the garden of Eden, though it needed not weeding, yet must be dressed and kept; nature, in its best estate, left room for art and industry, and God demands them.

A lying tongue is but for a moment; but truth is the daughter of time, and in the end will appear.

When Aristotle was once asked, what a man could gain by uttering falsehood? he replied, "Not to be credited when he shall tell the truth."

Neatness and elegance should be joined to each other; ostentation and profusion are in general equally united, and equally to be avoided.

On no occasion relax in the article of cleanliness regarding your own person; nor suffer indolence or sickness to destroy a habit, which is as much connected with health, as it is with decorum.

Give up every favoured opinion in point of dress, to that of those whom it is your duty to please.

As in apparel, so in actions, know not only what is good, but what becomes you.

Let us not neglect one duty, under pretence of being better

fitted

fitted for another ; sloth will not be cured by sleep, nor indolence with idleness : if the leg be numb, walk.

Munificence recommends us more than magnificence.

No man's character is to be taken from a single act.

One of the causes of evil-speaking, is envy—we look with an evil eye upon the good that is in others, and do what we can to discredit their commendable qualities :

Another cause of evil-speaking, is impertinence and curiosity ; a desire of talking of affairs which do not concern us.

The sin of Evil-speaking is plainly condemned by the word of God ; and the duty of refraining from it as easy as a resolute silence upon just occasions ; as reasonable as prudence, justice, charity, and the preservation of peace and good-will amongst men can make it ; and of as necessary and indispensable an obligation, as the authority of God can render any thing.

An innocent soul will have a modest look—and some guilt is betrayed in great assurance.

Simplicity and integrity will shine forth in the whole air of the face, and will give the sweetest gracefulness, or truest beauty to it.

Boldness will disfigure the best features ; like a cloud over the sun, it intercepts the glory of it.

A forwardness to talk, and a multitude of words, is no advantage to the character of any person, especially women ; whose greatest reproach, in the apostle's censure of them, was, to be *talkers, and busy-bodies*. St. Paul's 1 Timothy, c. v. 13.

When we cease to do evil, we must not then stand idle, but learn to do well ; we must be doing, and what we do must be well done, in a right manner, and for right ends.

Endeavour

Endeavour to restrain your ideas from wandering, when all your application becomes requisite.

If you are naturally blessed with a good memory, exercise it continually.

Rest not contented with the plea of a bad memory; it is but another name for negligence, among young persons.

Resolution and perseverance are correctives to an indolent memory.

Quintilian, after having noted the different characters of the mind in children, draws, in a few words, the image of what *he* judged to be a perfect Scholar; and certainly it is a very amiable *one*: "For my part," says *he*, "I like a child who is encouraged by commendation, is animated by a sense of glory, and weeps when he is outdone. A noble emulation will always keep *him* in exercise, a reprimand will touch *him* to the quick, and honour will serve instead of a spur. We need not fear that such a scholar will ever give himself up to sullenness."

How great a value soever Quintilian sets upon the talents of the mind, he esteems *those* of the heart far beyond *them*, and looks upon *the former* as of no value without *the latter*.

In the same chapter, he declares, he should never have a good opinion of a child, who placed his study in occasioning laughter, by mimicking the behaviour, mien, and faults of others; and he gives an admirable reason for it: "A child," says *he*, "cannot be truly ingenious, unless *he* be good and virtuous; otherwise, I should rather choose to have him dull and heavy, than of a bad disposition."

If Good we plant not, VICE will fill the mind,
And weeds despoil the space for flow'rs design'd.
The human heart ne'er knows a state of rest;
Bad tends to *worse*, and *better* leads to *best*:
We either gain or lose, we sink or rise,
Nor rests our struggling nature till she dies.

FROM

FROM first declensions to the path of vice,
Be warn'd : for there your greatest danger lies.
That downward path would draw you deeper still,
To crimes that now your hearts with horror chill.

LET not gay clothing captivate your sight :
Shun tawdry ornament, as vain and light !
Let modesty and taste your dress prepare :
Th' external form demands a decent care.
Consult the fashion ; but the medium know
Between the sloven vile, and flaunting beau.
Short is the triumph of that empty mind,
Whose thoughts to rich attire are chief confin'd.
Study to wear the everlasting charm,
That sickness cannot rob, nor age disarm ;
Th' unchanging grace, that virtue will bestow :
Decay shall soon invade all else below.

TAKE care, that every day you well employ.
Sloth sinks to pain : activity is joy.
The vig'rous soul, inspir'd by conscious worth,
Exults to fill her proper sphere on earth ;
Of public zeal she breathes the gen'rous flame,
And ardently aspires to honest fame.
Unnerv'd by indolence, the listless mind
Falls on itself a load, and on mankind.
While Diligence enjoys his well-earn'd store,
To squalid Poverty Sloth lives next door.

VIRTUE AND ORNAMENT.

THE diamond's and the ruby's rays
Shine with a milder, finer flame,
And more attract our love and praise
Than beauty's self, if lost to fame.

But the sweet tear in pity's eye
Transcends the diamond's brightest beams ;
And the soft blush of modesty
More precious than the ruby seems.

The glowing gem, the sparkling stone,
May strike the sight with quick surprise
But truth and innocence alone
Can still engage the good and wise.

No glitt'ring ornament or show
Will aught avail in grief or pain :
Only from inward worth can flow
Delight that ever shall remain.

Behold, ye fair, your lovely queen !
'Tis not her jewels, but her mind ;
A meeker, purer, ne'er was seen ;
It is her virtue charms mankind !

F I N I S .





